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ABSTRACT

This proficiency module (PM), developed by the University of Georgia, is a self-instructional set of learning materials. It is designed to help persons in teacher education learn how to prepare a theoretical viewpoint to use in developing a competency-based teacher education program. The three segments of the module specify assumptions, goals and objectives for teacher education; provide a study guide for this PM; and provide a self-assessment guide for the PM. The first part serves as the sole source of content for this PM. Emphasis is placed on the need for theoretical foundations; the nature of assumptions, goals, and objectives; and the management system for specifying goals and objectives. The study guide for the PM presents a set of learning activities designed to help the learner acquire competencies in areas of the PM where he is deficient. The self-assessment guide for the PM presents a set of tests to help the learner know the extent of his competence in the performances this PM proposes to help him acquire. This information helps guide the learner in selecting learning activities. Answer sheets are provided to help the learner diagnose his level of performance and determine the areas in which he should concentrate his efforts. (MJM)

Specifying Assumptions, Goals and Objectives for Teacher Education

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PREFACE

The manuscript for this publication was originally prepared as one chapter for a book concerned with procedures for developing competency based teacher education programs. However, when the manuscript was completed its detailed treatment far exceeded the number of pages alloted to the topic. Thus, an abridged version was prepared to satisfy its original intent, and this document was published for those who seek a more detailed treatment.

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The Need for a Theoretical Foundation

Once the need for change in an educational program is realized those who are given or assume the responsibility for effecting change should be clearly aware of the theoretical foundation upon which that change should take place. Change for the sake of change generally is short lived. Unless there is commitment to change all or a portion of the philosophical position of the existing program, there probably will be no long range, lasting effects.

In every teacher education program there is a foundation that includes the goals and objectives of the program and basic assumptions which determine how the program will be operated. Many times goals, objectives, and assumptions are not written down. Often members of the staff involved in educating teachers are not aware of the foundation on which the program is based. But there are reasons for operating a program in a particular manner. These reasons may be traditional or they may have grown like "Topsy", but for whatever reason, they are there. Any training program that begins without a strong theoretical base may eventually be changed by forces such as administrative convenience, faculty apathy, or procedural deviations.

The Nature of Assumptions, Goals and Objectives and their Sources

In this first part of the presentation an attempt is made to define and illustrate the nature of teacher education program assumptions, goals and objectives, to identify their sources, and to suggest ways in which they may be classified. Later, attention will be given to management procedures.

Program Assumptions

Teacher education program assumptions are beliefs which are fundamental to the design of the educational program. Assumptions tell us what we believe about the how and why of teacher education. They place values on the student and the faculty member by the roles they assigned to these persons. Modification or change in assumptions usually results in a needed modification or change in the teacher education program.

Program assumptions may be statements of fact, hypotheses, or expressions of values. Assumptions which are statements of fact may be validated by demonstration. Assumptions which are hypotheses are thought to be valid but have not or cannot be demonstrated. Assumptions which are expressions of values are statements of what is thought to be right, good, beautiful, etc.

Illustrations of these types of assumptions are:

Students differ from one another intellectually, socially, emotionally, and physically. (Fact)

Learning is more effective when provisions are made for individual learning styles. (Hypothesis)

Teacher education programs should be based on specific teacher performance behaviors. (Hypothesis)

Every student should be treated as an individual. (Value)

Teacher education should be a humanizing process. (Value)

The importance of these assumptions can be illustrated by the following examples. Suppose one assumes that provisions should be made for individual learning styles. Programs then would have to be developed that would allow the student to choose, with counseling, alternatives best suited to his learning style. If a student, for example, has difficulty with verbal learning then, if possible, alternatives of nonverbal learning would be made available to him. Postulate that a student has need for much reinforcement. A personalized program especially designed would provide constant feedback for this individual. On the other hand, if one assumes there are no differences in student learning styles then a program is developed that requires everyone to learn in the same way. Each student reads the same type materials, listens to the same lectures, views the same visuals, and is expected to respond the same to test items.

If one assumes the teaching staff should demonstrate "good" teaching techniques then the teacher education staff will use appropriate techniques such as individualizing instruction, small group sessions, simulation techniques, inquiry, and cooperative planning. If one assumes the teaching staff should *tell* students about "good" techniques, then the teacher education staff will probably lecture or have students read and discuss good teaching techniques.

Program assumptions may involve all aspects of the environment and thus provide the parameters in which the teacher education program is built. These assumptions include beliefs about the society—especially its needs both present and future; and beliefs about the nature of the human organism, how it develops and learns.

Illustrations of these types of assumptions are:

Society is changing rapidly; therefore, schools must adjust rapidly.

A modern technological society provides more leisure time for its citizens.

Behavior in human beings can be modified at any age.

Students in a teacher education program should take personal responsibility for their own professional growth.

The importance of assumptions in this area can be pictured in these examples. If one assumes that society is changing rapidly then the teacher education program would be designed to produce teachers who accept change in both school and society and readily adjust to it. Training techniques might include the study of the individual in the change process, or human relations training that would allow students to develop personalities that are open and accepting. If one assumes that society is slow to change then a program would reflect this assumption by training teachers to meet the needs of the current social situation. If conditions will still basically be the same 25 years from now then we can adequately define the problems with which teachers should be trained to deal.

If one assumes students should take personal responsibility for their professional growth then this assumption would influence the relationship of students to the program. Students, for example, would be involved in setting their own objectives, planning their own program, evaluating their own progress and be responsible for their own conduct. If one assumes that students are not mature or responsible enough to provide for their own professional growth then programs would be prescribed, student objectives predetermined, self evaluation ignored, and standards for student conduct dictated.

Program assumptions also determine the nature of the teacher education program. Assumptions determine what content is most essential and how it should be organized and made available to students. The administrative and organizational structure of the training program is generally fixed by the assumptions. Relationships between staff and students are to a large measure defined by these basic assumptions.

Illustrations of these types of assumptions are:

Students should advance at their own rate of speed.

The content of the instructional program should be designed to provide for the personalization of all competencies.

Content should be organized to provide for the development of liberally educated persons.

The administrative structure of the teacher education program should be organized so as to enhance instruction.

Students and faculty should cooperatively plan each student's program.

If one assumes that teacher education programs have the responsibility for helping teachers become liberally educated individuals as well as teachers who exhibit certain professional competencies, then there must be close cooperation between profssional educators and those professors representing the liberal arts. This means that teacher education begins when the student

enters the program. All elements of the program are within one management scheme and the liberal arts staff operates under the same basic guidelines as the teacher education staff. If one assumes that teacher education programs are responsible only for developing teaching performances then the professional teaching staff would operate independently, leaving the liberal education of teachers to another agency (liberal arts). Teacher education would then begin after the individual student has been "liberally educated." The program component of the teacher education program would concern itself only with the development of teaching performances.

If one assumes that students should advance at their own rate of speed then it is necessary to develop an instructional sequence that will allow students to move as rapidly or as slowly as their capabilities allow. There will also be a need to develop a management system that provides ways for taking care of such routines as class registration, record keeping, tuition, and scheduling. If one assumes that students should modify their learning rates to correspond with some group norm then programs will need to be developed that provide for groups of students and not for individuals. The management system then would provide for group registration, handling of masses of data (end of the semester), acceptance of tuition once a semester, etc.

If it is assumed that the objectives of a teacher education program should be specified in terms of the performances needed by teachers to bring about desired outcomes in pupils as advocated by the authors, then it is apparent that most teacher education programs will have to reconstruct their program so as to educate teachers to acquire specified performances. This assumption also means that teaching can be quantified and evaluated.

The assumptions one makes tend to provide directions for the total teacher education program. Assumptions determine the conceptual framework of the program, how the instructional component will operate, the relationship of the training institutions to other agencies such as the public schools, the organization and management of the program, and the relationships between all the individuals involved in the program.

The National Center for Educational Research and Development (NCERD) teacher education program models, designed for the 1970's and 1980's, reflect a contemporary viewpoint as to the kinds of teacher education programs which will be needed to meet the demands of the future. Some of the assumptions which underlie these programs are as follows:

1. A teacher education program should have as its base or foundation detailed descriptions of the behaviors or

competencies essential to effective teaching, and pre-service and inservice teachers should be guided toward acquiring mastery of them.

2. A teacher education program should provide for differences among teachers both pre-service and inservice in the accumulation of experience, extent of achievement, and rate and style of learning.
3. A teacher education program should provide for the development of the personal qualities of the individual learner; it should provide opportunities for him to establish his self identity, and help him pursue his personal objectives.
4. A teacher education program should recognize the changing nature of society and its values and provide for these changes through frequent up-dating and revision of its content and organization.
5. A teacher education program should be developed and managed by modern systems technology insofar as it enhances rather than deters the humanizing qualities of the program.
6. A teacher education program should be so organized that it provides for the continuous evaluation, feedback and revision of all its component parts.
7. A teacher education program should be so organized and managed that all persons concerned with the education of teachers or affected by it share the responsibility for it.

Goals, Objectives and Behaviors

It has been shown how program assumptions regarding the organization and management of a teacher education program are fundamental in conceptualizing how a proposed program will function when it reaches sustained operation. In this section the reader will see how goals serve to conceptualize the mission of the program and how teaching objectives conceptualize the nature of the teaching process. As such, teaching objectives may be regarded as assumptions or hypotheses as to the nature of effective teaching. Assumptions of this latter sort should be clearly distinguished from the aforementioned program organization and management assumptions.

Goals for American Education

The goals for American education to a large extent determine the goals for teacher education programs. The position of the authors is that the goals of American education should also determine what experiences pupils have in the public schools of this country. The goals of a teacher education program then

should correspond directly both to the goals of American education and to expected learning experiences in the schools.

Goals for American education have usually reflected certain social and psychological concepts dominant at the time they were written. These goals are broadly based, far-reaching, and often abstract. They have their origin in the hopes, aspirations, values, social realities, philosophical orientations and historical referents of the society. They are often expressed by such groups as governing boards, state legislators, professional societies, union officials, and learned fraternities. Some of the more important lists of goals that have been developed include the Seven Cardinal Principles of Education developed in 1918 by the Commission on Reorganization of Secondary Education of the National Education Association,[1] the Mid-Century Committee Statement on Outcomes in Elementary Education,[2] and the Educational Policies Commission statement in 1961 on The Central Purpose of American Education.[3] There are many other general statements of goals for American education which mirror the times and attempt to compensate in some way for the future. However, any group contemplating change in its teacher education program should consider what it believes to be the goals and purposes of American Education.

Illustrations of goals for American education are:

American education should provide persons with the capability to think rationally and with the desire to exercise this capability.

American education should prepare individuals to become contributing members of their democratic society.

American education should provide for the development of attitudes and values that lead to a racially integrated society.

If one accepts these three illustrations of goals for American education he might interpret them to mean that a teacher education program would have to prepare teachers to perform such acts as: accepting all children as they are, developing classrooms that operate democratically, and understanding other cultures. If one believes that the schools should remain neutral in the area of social change then there would be no reason to prepare teachers to establish learning situations for pupils that would provide for such changes.

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[1]*Cardinal Principles of Secondary Education,* United States Bureau of Education, Bulletin, 1918, No. 35; Washington, D. C., 1918.

[2]Nolan C. Kearney, *Elementary School Objectives.* New York: Russell Sage Foundation, 1953.

[3]Educational Policies Commission. *The Central Purpose of American Education.* Washington: National Education Association, 1961.

Another goal often stated for American Education is concerned with developing each child to his fullest potential. If one accepts this goal then any teacher education program should start with a consideration of the child. What has to be done to educate a child so that he will grow socially, emotionally, physically, intellectually, and esthetically? The answers offered for this question suggest many additional program goals for teacher education.

Goals for Teacher Education

Goals for teacher education in the past have included statements that indicated concern for professional education, and broad liberal education. There has been little written to indicate clearly what the comprehensive goals for teacher education are. Nonetheless, teacher education goals are one basis for developing objectives. They should be broad and inclusive but not so broad as to allow a variety of interpretations. Again teacher education goals should parallel and reflect the goals of American education.

Illustrations of goals for teacher education are:

A teacher education program shall prepare each teacher to employ teaching behaviors which will help every child acquire an understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

A teacher education program should develop a personally relevant teaching style for each teacher.

A teacher education program should prepare each teacher to employ teaching behaviors which will assist every pupil to acquire a positive attitude towards school and the learning processes.

The first illustration was derived from an illustrative goal for American education that was concerned with developing attitudes of acceptance for all citizens. The illustration clearly requires that teachers should understand and accept other social, cultural, and ethnic groups, and have the necessary skills to assist pupils in understanding and appreciating individuals who differ from them.

The second illustration would be related to a goal for American education concerned with the development of each individual to his fullest potential. This teacher education goal, however, clearly implies that persons preparing to be teachers should be encouraged to develop idiosyncratic styles. It also implies that provisions be made in the training program so that this can occur. There is another implication in this illustration and that is if a teacher has the opportunity to develop a personal teaching style

then he will be more likely to help each pupil to develop and learn in a way that is suitable for him as a unique individual.

Teaching Objectives and Behaviors

Statements of teaching objectives describe complex teaching performances which are thought to be essential to effective teaching. One of the major sources of these objectives is the goals of the teacher education program described in the preceding paragraphs. For each identified goal there are usually a considerable number of teaching objectives. To be useful in designing a competency based teacher education program these objectives must be so stated that they may be reduced to behavioral terms. That is, for them to be considered objectives they must have the quality of *objectivity*. By this we mean that these statements of objectives must be reduceable to more specific statements of teaching acts which can serve as criteria for a selected number of observers who are charged with determining the extent to which a teacher possesses or lacks competency in the performances associated with the program objective. These more specific statements of teaching acts reflective of teaching objectives are termed here *teaching behaviors.*

A term which is now current in educational literature is *competency* and is often used with reference to a statement which describes a desirable teaching performance. This term is variously defined. In some instances it is used with reference to what has been defined as a teaching objective and in other instances it is used with reference to teaching behaviors. The position taken by the authors of this presentation is that it should be used in the former rather than the latter sense. This position is based on the assumptions that (1) teaching is a complex performance in which there are many interrelated acts each of which may vary in nature when applied in particular situations; (2) each teaching-learning activity is unique—never to be duplicated with exactness because of the nature of the variables of the situation such as the personal characteristics of the learner and teacher, the particular nature of the interaction between teacher and learner, the objectives, and the learning materials and how they are presented and used; and (3) competency based teacher education eventually will lead to competency based teacher certification and the specifying of thousands of specific teaching acts (teaching behaviors) as competencies would be an unrealistic basis for the sustained operation of any certifying agency.

The specifying of teaching objectives and behaviors can follow multiple routes. Figure 1 illustrates one approach. The process begins with the goals of American education which are based in what is known about the ideals of our American democracy

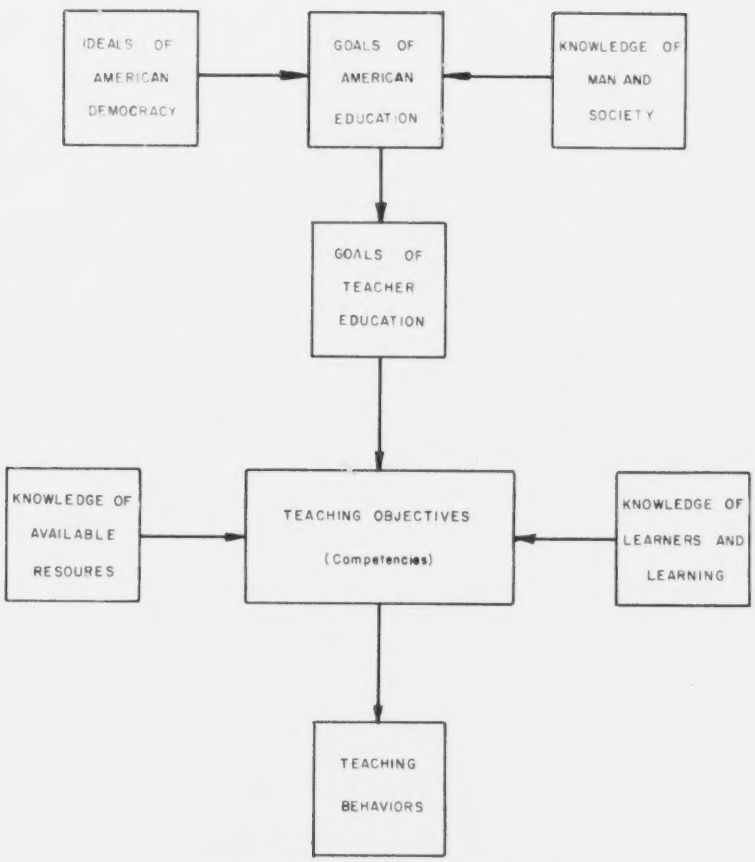


Fig. 1. Sources of goals and objectives I.

and what is known about man and society—their capabilities and restraints. The goals of American education are then transposed into goals for teacher education for an American society. From these, taking into account what we know about learners and learning on the one hand and the availability of resources on the other, we formulate teaching objectives for a teacher education program. Each of these objectives is then described by numerous statements of the teaching behaviors which may be associated with it.

Figure 2 shows how objectives and behaviors can be developed by considering what schools are attempting to do. Once objectives for schools are determined pupil learning behaviors are

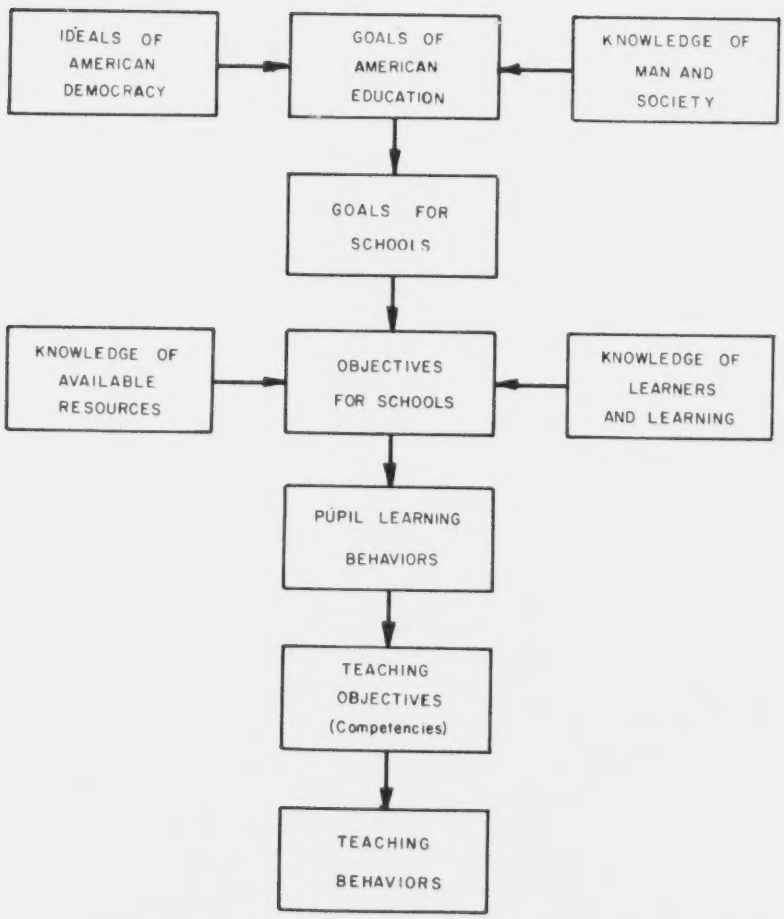


Fig. 2. Sources of goals and objectives II.

specified. What does a pupil have to do, or how does he have to behave in order to achieve the objectives of the school? Pupil behaviors then provide objectives for the teacher education program.

Figure 3 points out that in developing teaching objectives consideration needs to be given to principles of organization and management of learning activities. There are, for example, contingency management techniques that might be applied to the classroom. This possibility would not show up in the two previous methods. In the procedure outlined in Figure 3 the authors are

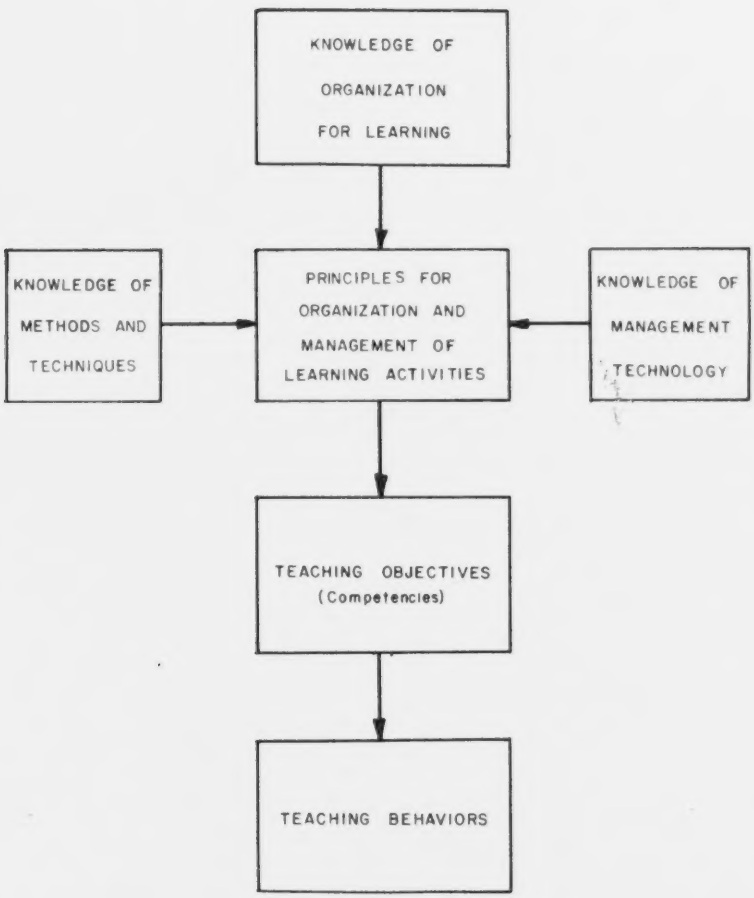

KNOWLEDGE OF ORGANIZATION FOR LEARNING
KNOWLEDGE OF METHODS AND TECHNIQUES
PRINCIPLES FOR ORGANIZATION AND MANAGEMENT OF LEARNING ACTIVITIES
KNOWLEDGE OF MANAGEMENT TECHNOLOGY
TEACHING OBJECTIVES (Competencies)
TEACHING BEHAVIORS

Fig. 3. Sources of goals and objectives III.

suggesting that new knowledge and tested pedagogy needs to be considered in establishing teaching objectives.

There are, as we have said, other methods of developing objectives. Each institution should consider what procedures are best for its particular situation.

Classifying Program Objectives

Classifying teaching objectives and behaviors, in the opinion of the authors, offers the best possible way to insure that all aspects of the teacher's total development are considered. There

are many classification schemes that can be used and it is recommended that institutions classify objectives in several different ways.

One of the most common classification schemes used is to attempt to classify objectives into the cognitive, affective, and psychomotor domains. Using the program goal above which relates to helping pupils understand and appreciate their environment consider the following classification scheme. First the teacher needs to understand certain basic information about his environment. He also needs to be skillful in techniques and procedures for creating learning situations where pupils could acquire this knowledge. These teaching objectives would be classified as part of the cognitive domain. Secondly the teacher needs to have positive attitudes towards the environment and value the need for his pupils to understand and appreciate it—the affective domain. Finally the teacher needs certain psychological processes and motor skills necessary to participate in the activities necessary to understand and to help others understand the environment—the psychomotor domain. This type of classification insures that appropriate attention will be given to all domains. The following illustrates how a basic concept can be classified to show the need to give appropriate attention to all three domains.

Cognitive Objective. The competent teacher explains the concept that living organisms are in continuous interaction with one another and with their environment.

Affective Objective. The competent teacher assumes responsibility for convincing pupils in learning situations that an imbalance in the environment disrupts the interaction between living organisms with one another and with their environment.

Psychomotor Objective. The competent teacher skillfully constructs demonstrations that will reveal visually to students how balance and imbalance in the environment can occur.

Another way to classify objectives is by subject areas. It is commonly used because it reflects the organization of the programs of most colleges and universities. However, one must take caution in classifying in this way if one is seeking an interdisciplinary statement of objectives. Departments have traditionally assumed or been given responsibility for certain bodies of knowledge. For example, certain knowledge in the social sciences may be the responsibility of the history department, the political science department or the sociology department, while methods of teaching would be assigned to the department of social science education. Thus this type of classification could result in compartmentalizing the program. One must keep in mind that there are teaching objectives that cut across content areas. Cognitive

processes such as observing, analyzing, and problem solving are examples of objectives that could be assigned to many content areas. Another consideration is the assigning of affective teaching objectives. Everyone has a responsibility in this realm. Classification by subject areas can be effective only if there is careful planning aimed at eliminating compartmentalization.

Other classification schemes for objectives include developing levels of objectives such as:

Knowledge Objectives (Cognitive domain)

Performance Objectives (Expected teacher behavior with pupils)

Consequence Objectives (What changes are brought about in pupils as a result of the teachers performance)

Exploratory Objectives (What experiences teachers should have that cannot be stated in either knowledge or performance objectives)

Value and Feeling Objectives (Affective domain)

It has been pointed out that statements of teaching behaviors are attempts to precisely define how a teacher must behave in order to acquire the teaching objectives. Each behavior should be either observable or measurable. It is true that it is difficult to measure many desirable behaviors, especially some in the affective domain. However, these can be observed and evaluated subjectively. For each teaching objective to be developed there are a number of behaviors needed to adequately acquire it. Behaviors may be classified in the same manner as objectives since they are derived directly from them. Assume that the teaching objective requires that each teacher be able to make and use graphic materials to teach social studies. These are illustrations of some of the teaching behaviors that might be regarded as necessary to satisfy this objective:

Competency:

Makes a salt and flour relief map of the United States approximately 24″ by 12″.

Plans a learning activity with his objective being for selected pupils to read and interpret a bar graph.

Chooses 10 political cartoons from newspapers and prepares a bulletin board designed to stimulate interest in current events.

Another method of classifying behaviors is to provide a sequential arrangement so that learnings can be described in an orderly manner from simple to complex. This is desirable if one is attempting to develop a career sequence for the teaching profession. For example, teacher aides need fewer and somtimes different behaviors than assistant or fully certified teachers. However, teachers must usually have the same behaviors that the aides

have. The following illustrates a sequential arrangement of behaviors which applies to a career development sequence.

Noninstructional Aide Names the 5 sets of basal readers in use.

Instructional Aide Names the 5 sets of basal readers in use and others and, under the supervision of a teacher, uses them and their accompanying manuals effectively for guiding pupils in reading.

Teachers Names 5 sets of basal readers in use and others and uses them and their accompanying manuals for guiding pupils in reading. Directs the activities of an instructional aide. Diagnoses individual pupil reading development and prescribes an appropriate instructional sequence for each pupil.

Reading Specialist Names the 5 sets of basal readers in common usage and others and uses them and their accompanying manuals for guiding pupils in reading. Directs the activity of an instructional aide. Diagnoses individual pupil reading development and prescribes an appropriate instructional sequence for each pupil. Evaluates the appropriateness of each teacher's methods of diagnosing and prescribing for pupils and offers alternatives.

A Management System for Specifying Assumptions, Goals and Objectives

The management of activities for specifying the assumptions, goals and objectives for a teacher education program could be simply accomplished by adopting recommended statements of other programs. However, it is not likely that the readers of this presentation would support the total adoption of statements from other sources. It is more likely that they would review many theoretical viewpoints borrowing some elements and modifying others, and creating some of their own. Even with an abundance of reference materials to assist, it is not a simply managed task if it is to be done well. It requires the involvement of numbers of persons, detailed reading, original investigation, considerable discussion, and writing, all focused on providing a useable statement on some established target date.

Suggested management procedures presented here require that two major tasks be undertaken if an effective statement of assumptions, goals and objectives is to be produced. The first is *designing a plan* or strategy which will provide the desired statement. The other is *carrying out the plan.*

Each of the two aforementioned tasks is treated separately in the sections which follow. For each there is an illustrative example depicted graphically by the authors in what they regard

as a suitable sequence of events and activities for the reader to consider as he plans a similar undertaking with his colleagues.

The graphic representation used to depict these procedures utilizes the Program Evaluation and Review Technique (PERT) chart diagram. PERT chart diagrams are becoming increasingly popular in educational literature to communicate program development plans. They summarize with a few simple symbols what descriptive narration might take many pages to relate, and with a minimum of practice are easily read. Only three symbols are used in this presentation: circles, solid line arrows, and broken line arrows. The diagrams are read from left to right. Circles show events which are usually the beginnings and endings of activities. The numbers within the circles are codes to help find the events in the legend. Solid line arrows indicate that an activity is going on. Broken line arrows indicate only the direction of the flow of events.

It should also be noted that each of the proposed plans depicted by the PERT chart diagrams is divided into two or more *phases* and that phases are usually divided into two or more *stages*. A *phase* is merely a convenient way of identifying a relatively complex but fairly unified task within a plan or strategy, and a *stage* is a task with a single focus within a phase. Stages are composed of one or more *activities*.

Designing a Plan

The procedures for designing a plan and the resulting product, the plan itself, will vary from place to place. Factors which cause the differences include the nature of the program to be designed, the available resources including human talent, and the amount of time which can be devoted to the task.

The suggested activities for designing a plan begin with some concerned person or persons making a preliminary investigation and preparing a tentative plan or strategy. Next, others join the initiator(s) to critically examine the tentative plan. They are first oriented to the preliminary work which has already been accomplished. They then produce a revised plan which they intend to use.

The person or persons who have been given or who have assumed the responsibility for effecting change have as an initial task that of preparing a report which justifies the need for change and conveys to others yet to be involved the purpose and intended level of complexity and seriousness of the undertaking.

The sequence for the activities for the preliminary planning phase is presented in a PERT chart diagram in Figure 4. During the first stage there are four activities which take place concurrently.

a. a study of the present teacher education program to determine what might be regarded as its strengths and weaknesses at the time.

b. a study of the nature and functions of goals, objectives and assumptions in developing a teacher education program.

c. a preliminary search for existing lists of goals, objectives and assumptions currently in use, and

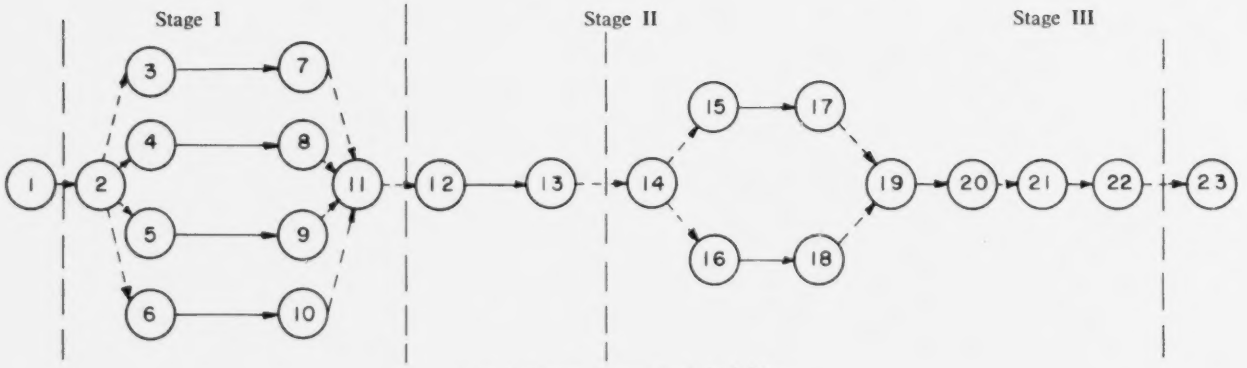
d. a search for and study of plans or strategies for specifying assumptions, goals and objectives.

The second stage involves primarily the examination of definitions and known procedures in order to clarify terms and explore pertinent ideas upon which there may be differences of views. Answers to such questions as the following might be sought: How are assumptions different from goals? How do these differ from objectives? How essential are they to a teacher education program? How is it recommended that they be used in planning and operating a teacher education program? What are the stated assumptions, goals and objectives, if any, of the present teacher education program? To what extent are they reflected in the program as it is now being carried out? What techniques should be used to help in the specification of assumptions, goals and objectives? What are some alternate plans or strategies for going about the job specifying goals, objectives and assumptions?

The final stage of preliminary planning is primarily a work and production period. The first set of activities includes a listing of the various persons, materials, and other resources which are essential to the operation, and a listing of the things to be done and the order in which they might be accomplished. During this period a PERT chart diagram of the proposed activities is prepared.

The initiators then review the plan and eventually regard the preliminary plans as adequate in that they are satisfied that attention has been given to such details as the number and special interests of persons to be involved, the availability of reference materials, and the appropriateness of the activities. The final step in preliminary planning requires that a written report of the proposed procedures be prepared. Figure 5 suggests some of the kinds of content one might include in such a report.

The preliminary plan should be subjected to review by others. Thus, some of the most critical decisions to be made by the initiating person or persons are those which determine who will participate in reviewing the plan and who will participate in selecting or specifying the assumptions, goals and objectives. A



List of Stages, Events and Activities

Stage I Self-Orientation (2-11)

3- 7 Study present program.
4- 8 Study nature of assumptions, goals and objectives.
5- 9 Make preliminary search for statements of goals, objectives, assumptions, etc.
6-10 Search for and examine strategies for development of statement of assumptions, goals, and objectives.

Stage II Synthesize Ideas (12-13)

12-13 Bring together information from Stage I and formulate a tentative notion of the kind of plan that is needed for the target project.

Stage III Preparation of Plan (14-22)

15-17 Identify resources.
16-18 Prepare tentative PERT chart diagram.
19-20 Submit tentative plan to others for helpful input.
21-22 Prepare tentative proposed plan and reproduce for distribution.

Fig. 4. Designing a preliminary plan

Suggested Outline for Reporting Procedures

A. A statement of the purpose of the report.

B. An explanation of why the proposed investigation should take place (a rationale).

C. Proposed procedures
   1. A proposed PERT chart diagram for the operation.
   2. A description of each activity in the PERT chart diagram including its purpose or product(s) and an estimate of the amount of time the activity is likely to take.
   3. A list of the persons (by name if possible) to be involved, and the responsibilities of each in terms of the activities he is to perform.
   4. A list of essential resources other than people such as reference books, office supplies and equipment.

D. A structural (rather than a content) outline for the final report which will provide the desired assumptions, goals and objectives.

E. Lists of existing information sources for assumptions, goals and objectives found during the preliminary planning search.

F. A list of anticipated expenditures such as for travel, communications, reproduction, and clerical assistance.

Fig. 5. Suggested outline for a report of tentatively proposed planning procedures.

position must be taken. The one taken here is expressed in the following statements:

a. All agencies and groups of the American society that are concerned with the education of children and youth should have a part in specifying the goals of American education.

b. Specialists in the disciplines which study society and its institutions should be the main contributors to program assumptions regarding society.

c. Specialists in professional education, on the basis of knowledge provided them concerning the goals of American education and the nature of man and society, should prepare the statements of the goals for teacher educa-

tion and identify the assumptions as to how these goals are to be met. They must also assume the task of specifying from the goals and assumptions, the teacher education program objectives (teacher competencies and teacher behaviors).

d. Persons who are to participate in specifying the assumptions, goals and objectives of a teacher education program should participate in planning how they are to proceed to arrive at these specifications. (By participating in the planning they are more likely to know how to do their assigned tasks. Also, such participation motivates.)

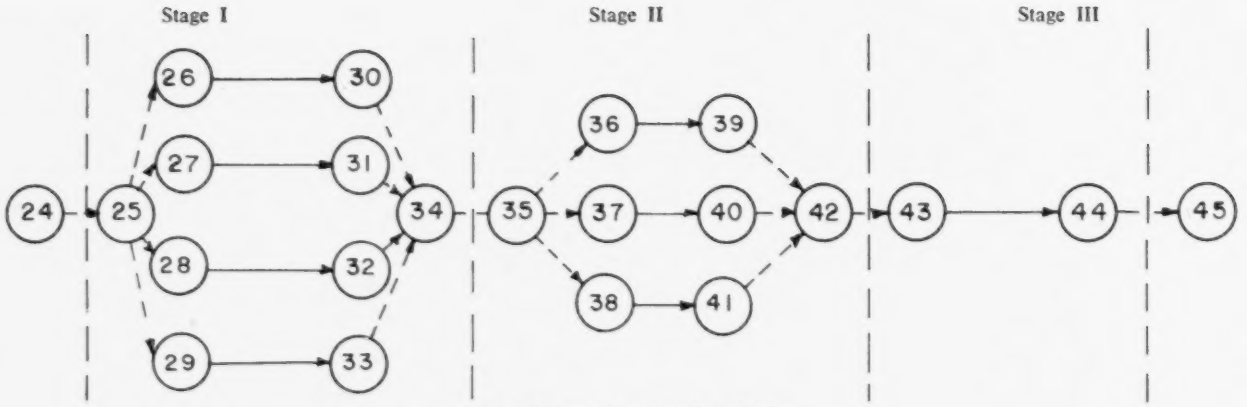
The following is a list of some of the professional agencies which should be considered for representation when decisions are made regarding who will be selected to participate:

Colleges of education
Colleges of arts and sciences
Other colleges such as law, business, agriculture, etc.
State boards of education
County and city boards of education
State departments of education
School administrators and supervisors
Elementary school teachers
Special subject teachers (i.e. foreign language, driver training, English, etc.)
Professional education organizations
Teachers unions
State boards of regents
Private schools

The following is a list of lay groups and agencies which should be considered when participants are selected:

Parent-teachers' organizations
Industrial and services unions
Management of industrial and trade units
Minority group organizations
Community service organizations
City, county, state and national elected and appointed officials
Children, youth and young adults
Parents
Religious leaders

Management procedures for reviewing the preliminary plan are depicted in a PERT chart diagram in Figure 6. The products of this effort are a revised plan for specifying the assumptions, goals and objectives, and a list of needed resources including the names of the outside participants such as specialists and laymen.



List of Stages, Events and Activities

Stage I Staff Orientation (25-34)

26-30 Present objectives of the project.
27-31 Clarify nature of assumptions, goals and objectives.
28-32 Present findings of preliminary investigation.
29-33 Establish need for a plan and explain proposed plan.

Stage II Review of Plan (35-42)

36-39 Review PERT chart diagram activities.
37-40 Review proposed list of personnel and their assigned activities.
38-41 Review proposed lists of other resources (equipment, materials, etc).

Stage III Revision of Plan (43-44)

43-44 Bring together all input from Stage II and prepare and reproduce a revised plan for operation of the project.

Fig. 6. Revising the preliminary plan.

Revision begins with the orientation of the new staff to the purpose of the undertaking, the nature and function of assumptions, goals and objectives, the findings of the preliminary study, and the need for a revised plan.

Next the new staff critically reviews the preliminary plan. They examine the proposed activities and recommended personnel, the work assignments and resources including time. They look for errors, omissions, unreasonable estimates, and suitability of recommended specialists, consultants and other participants. Their primary concern is to produce an operational plan which *they* feel will provide the desired statement. It should be pointed out that this could result in a complete restructuring of the preliminary plan. However, this is not likely. If the first preliminary planning was carefully executed, it is more likely that the type of changes recommended would be modifications of certain activities, sequencings, time schedules, and "outside" personnel lists.

The now augmented team of workers who will manage the operation produces a revised plan based on the recommendations of all involved. This plan is similar in organization to the preliminary one in that it contains the kinds of information suggested in the outline shown in Figure 5.

Carrying Out the Plan

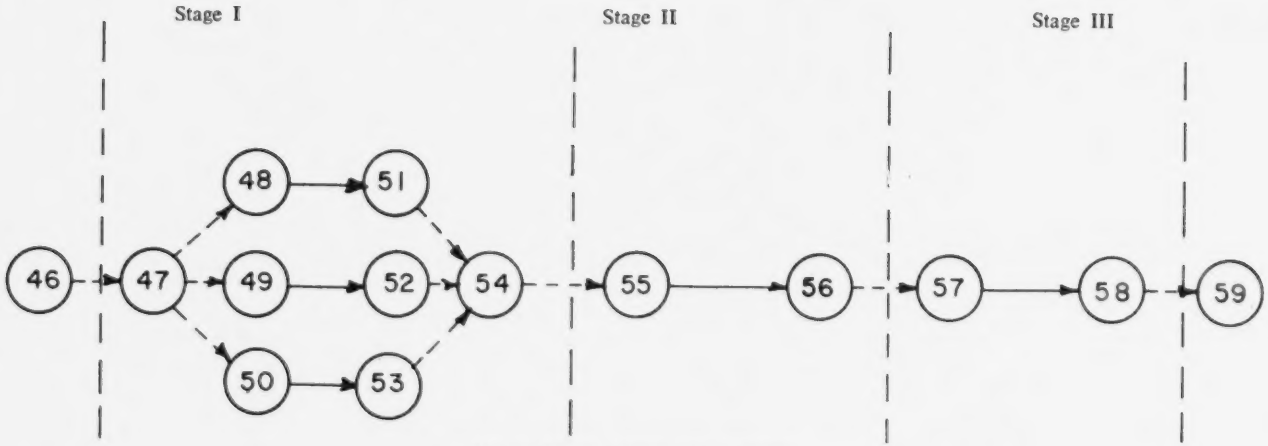
Plans for operations will vary one from another, but there will be common concerns. The suggested procedures presented here are in four phases: specifying the goals of American education, specifying the goals and assumptions for teacher education in an American society, specifying the program objectives and behaviors for a teacher education program, and classifying and reporting.

Specifying the Goals of American Education

The first of the phases, that of specifying the goals of American education, is tedious and costly of time and effort, should the working team be intent on producing original statements. Since much work has been done in this area, it is likely that this will frequently be regarded as an unnecessary task which can be substituted with search and review activities which provide suitable lists, one or a combination of which is adopted.

However, if it is decided that it is essential to develop an original statement of goals for American education then the first of the aforementioned three phases must be undertaken. It is represented graphically in Figure 7.

First a team of professional workers begins search and review activities. They use library resources, consult with specialists, and confer with each other. Their products are working papers which



List of Stages, Events and Activities

Stage I Search and Review (47-54)

48-51 Review nature of man and society.
49-52 Examine existing statements of goals for American education.
50-53 Determine the extent of the capabilities of education.

Stage II Synthesize Ideas (55-56)

55-56 Bring together the ideas expressed in the activities carried on in Stage I and formulate a tentative statement of goals. Review and revise for concensus.

Stage III Specification of Goals (57-58)

57-58 On the basis of the input from Stage II prepare and reproduce a statement of goals for American Education.

Fig. 7. Specifying the goals of American education.

in non-technical language provide summary information for those who will specify the goals for American education.

One activity requires the search and review of authoritative information regarding man and society. It seeks answers to such questions as: What do authorities say are the outstanding characteristics of our society today? How are these characteristics different from what they were in the past? What kinds of changes are we likely to see in the future? What new information do we have regarding the nature of mankind? Are viewpoints regarding the answers to these questions in conflict? If so, what are the positions in conflict? If current trends continue what are likely to be the future needs of man and society? The answers to these and other similar questions are drawn from such sources of knowledge as sociology, philosophy, psychology and economics.

Another activity requires the investigators to search for and review authoritative lists of goals for American education. They list those which were found acceptable at various times in history from the turn of the century to those which have been adopted and are currently being used by individual schools, local school boards, and entire state educational systems. Here also, in the preparation of the working papers, attention is given to conflicting ideas and values.

A third activity concerns itself with the capabilities of education. Investigators search educational literature, call upon the engineers of educational technology, and consult with numerous other specialists to find out the present and future capabilities of professional education. The purpose of this search and review is to provide those responsible for the goals of American education with reliable information as to what they can objectively and reasonably expect of education. Unless one knows what the capabilities and limitations of any service are he cannot intelligently determine what the responsibilities of the service should be in the light of his needs.

The purpose of the remaining activities is to produce a list of the goals of American education. The PERT chart diagram suggests that the team should begin by providing a setting in which those who are to specify the goals can effectively interact. The position has already been taken that all persons who are affected by American education should be represented when its goals are specified. This usually means well planned conferences involving many people, both lay and professional. For example, it might be a series of evening meetings over a period of several weeks. The first concern should be to provide the participants with a clear understanding of the purpose of the activity and its importance. Next, they must have an understanding of what preliminary planning has been done and what activities lie ahead.

It is important that they have opportunity to be critical of the proposed plan, and have the option of modifying it if they find it necessary to do so.

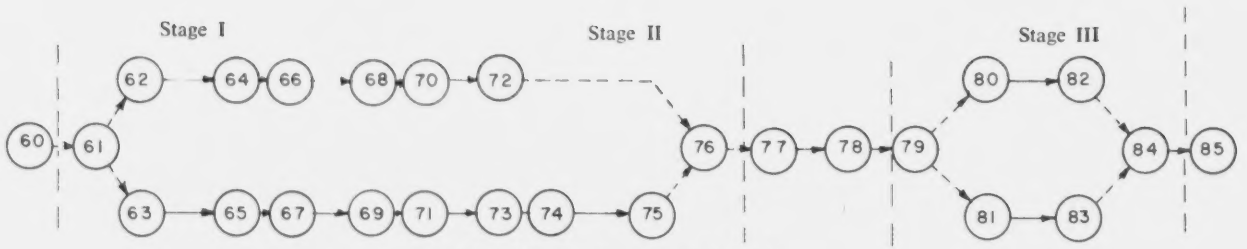
Assuming that no radical change in the original plan is found advisable, the participants would then be presented with a summary of the content of the working papers and given discussion time to insure understanding. Bibliographies of original sources would also be made available for those who wish to delve deeper into conflicts and issues. Next, participants would be asked to react in small heterogeneously composed discussion groups. Recorders would be present at all sessions. It is their responsibility to reflect honestly to the ideas and opinions of the participants. The responses of the participants are then reviewed by persons who are skillful in the analysis of responses and in the composing of goal statements. Through the continuing interaction of participants in seeking better understanding of the positions of one another, conflicts are resolved and there evolves a specified list of goals for American education which can serve as an acceptable foundation for determining the goals and assumptions for a teacher education program.

Specifying Goals and Assumptions for a Teacher Education Program

The purpose of the second phase of the illustrative plan for operation is designed to provide lists of the goals and assumptions for the teacher education program. See the PERT chart diagram in Figure 8. Here it is assumed that it is effective to concurrently develop both the goals and the assumptions.

It has been shown that the goals of a teacher education program must reflect the goals of American education. Thus, the preparation of the first tentative draft may be done by a small team of workers. However, this draft must be subjected to groups of teacher educators for review and revision in a manner similar to that used to provide the lists of goals for American education.

Specifying the assumptions for teacher education is again a matter of searching, reviewing, preparing a tentative statement, and review and revision of that statement by specialists. After the tentative statement is prepared and revised the compatibility of the assumptions and goals one with the others is checked and if necessary further revision and review takes place. For example, should one assumption require provision for humanization of the program and another require that systems technology be used for the management of the program, and should the investigating team feel that these two assumptions are in conflict, then attention might be given to priority of emphasis in preparing the statement. Finally, statements for both the goals and the assumptions of the teacher education program are provided.



List of Stages, Events and Activities

Stage I Specification of Goals and Assumptions for Teacher Education Program (61-76)

62-64 Prepare tentative statement of teacher education (TE) goals.
63-65 Search and review sources of assumptions and goals for TE programs.
66-68 Review tentative statement of TE goals.
67-69 Prepare tentative statement of assumptions for a TE program.
70-72 Prepare first statement of goals for TE program.
71-73 Review tentative statement of assumptions for a TE program.
74-75 Prepare first statement of assumptions for the TE program.

Stage II Compatibility Check (77-78)

77-78 Check the compatibility of the assumptions each with the others, the compatibility of the goals each with the others, and the compatibility of the goals and the assumptions.

Stage III Preparation of Statements for Goals and Assumptions (79-84)

80-82 Prepare statement of goals for teacher education program.
81-83 Prepare statement of assumptions for teacher education program.

Fig. 8. Specifying goals and objectives for a teacher education program.

Specifying Objectives and Behaviors

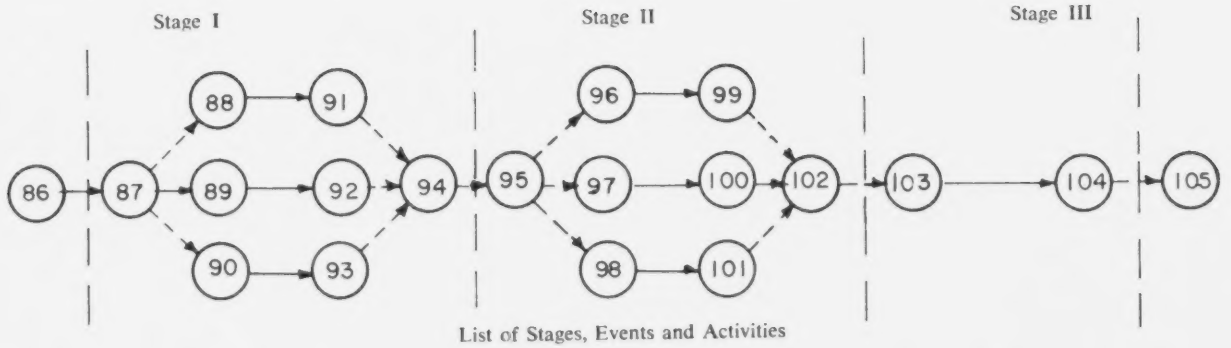
The purpose of the next phase of the illustrative plan for operations is to prepare statements of teaching objectives and behaviors. Since teaching objectives are only inferred by the goals for teacher education, they must be identified and carefully stated. Figure 9 presents a PERT chart diagram of this phase of the operation.

Professional workers skilled in identifying objectives begin by treating each goal separately and composing statements which represent the objectives suggesting the goal. Specialists are frequently consulted during the process. For example, if the objective relates to developing higher intellectual processes in students and pupils, specialists whose interests and preparation lie in this area are consulted. Or if the objective relates to subject matter content such as political science, then a specialist in that area of knowledge is consulted. To facilitate the work in its later stages the objectives may be written each on a separate card and cross referenced to the goals with which they are associated.

A search is then made for additional objectives which may have been overlooked during the previous activities. One very effective investigation already suggested which produces numbers of important objectives which may have been omitted is to obtain what are regarded as valid lists of school objectives such as objectives for the elementary school or high school English and to analyze them by asking the following questions about each: (a) What pupil learning behaviors are essential if this objective is to be realized? (b) What teaching behaviors are required to provide for the essential pupil learning behaviors? (c) What objectives are representative of these teaching behaviors? (d) Have these objectives already been identified? If they have not, then they are added to the comprehensive list. Another suggested source of additional objectives are principles of education. Each area of education (i.e. learning, human development, personality, curriculum, methods, etc.) has its basic principles. The procedure begins with stating the principle. Next, inferences are made as to what this means in terms of pupil behaviors in school environments. An examination of these descriptions of pupil behaviors often leads to the identification of additional important teaching objectives. Still another approach which has been suggested for identifying objectives which may have been overlooked begins with observations of the teacher on-the-job. Usually this is found to be a fine source for objectives related to classroom management and paraprofessional performances.

Classifying and Reporting

During the final phase the identified assumptions, goals, ob-



List of Stages, Events and Activities

Stage I Identification of Objectives (87-94)

88-91 Specify objectives for teacher education program goal number one.

89-92 Specify objectives for teacher education program goal number two.

90-93 Specify objectives for each of the remaining program goals.

Stage II Search for Additional Objectives (95-102)

96- 99 Specify objectives for teacher education program from objectives for elementary and secondary schools.

97-100 Specify objectives for teacher education program from observations of teachers on-the-job.

98-101 Specify objectives for teacher education program from principles of education.

Stage III Elimination of Duplication (103-104)

103-104 Match and compare objectives to eliminate obvious duplications.

Fig. 9. Specifying objectives and behaviors for a teacher education program.

jectives and behaviors are reviewed, revised and classified, and a report is prepared (see Figure 10).

It is suggested that the first activity in the classification process should be to eliminate obvious and easily noted duplications of statements of objectives. The experience of the authors indicates that eliminating duplication of statements runs constantly during the entire process of classification. The suggested procedures then call for each objective to be classified (a) by levels of knowledge, processes, skills and attitudes, (b) by the academic or professional area of learning with which it is associated, and (c) by the professional level at which it is performed.

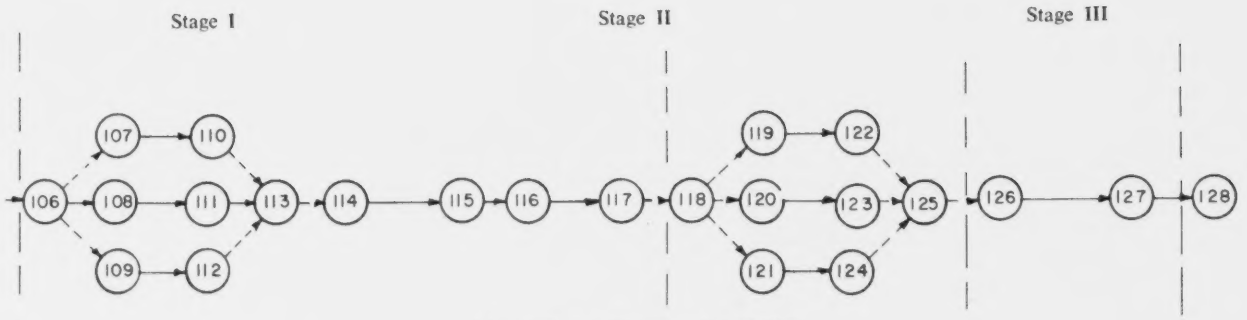
When each objective has been classified a tentative statement is prepared. This revised statement is again subjected to review and revision by specialists.

Next in the illustrative plan are activities designed to produce lists of teaching behaviors. Here each objective is carefully examined by professional personnel familiar with the subject area, process, skill or attitude which is the focus of the objective and sets down the specific behaviors associated with it. This is obviously a time consuming detailed set of activities requiring a considerable number of conferences and frequent consultation with specialists. When these behaviors have been identified they too are subjected to review, revision and classification by selected specialists.

As a final set of activities a small group of workers assemble all of the ideas which have been produced into a document which expresses the considered educational viewpoint of those who participated. Some of the more essential parts of the document are: (a) a statement of purpose, (b) a list of basic assumptions, (c) a rationale, and (d) a classified list of the program goals, objectives and behaviors. This document when reproduced and distributed will serve as a constant reference for criteria to determine and evaluate the proposed specifications for each of the many sub-systems and components of the competency based teacher education program which is to be designed.

A Closing Statement

This presentation has attempted to provide the reader with an introduction to the nature of assumptions, goals and objectives and the procedures by which they may be specified. In closing, the authors point out once more that the procedures suggested in this chapter are to be regarded as only illustrative of one approach. There are others. The purpose has been to provide the reader with ideas (input) which will be helpful to teams of professional workers seeking to systematically accomplish the first logical step in developing a competency based teacher education program—that of specifying the program's assumptions. goals and objectives.



List of Stages, Events and Activities

Stage I Classification of Objectives and Preparation of Lists (105-116)

107-110 Classify objectives as knowledge, skill, process, or attitude.

108-111 Classify objectives into subject areas of knowledge or professional performance.

109-112 Classify objectives by levels for performance.

114-115 Prepare initial tentative lists of objectives.

116-117 Prepare revised list of objectives.

Stage II Identification of Behaviors (117-124)

119-122 Prepare list of behaviors for objective number one.

120-123 Prepare list of behaviors for objective number two.

121-124 Prepare lists of behaviors for remaining objectives.

Stage III Review, Revise and Report Behaviors (125-126)

126-127 Review the identified behaviors to judge validity and eliminate duplication then make necessary revisions and prepare a report showing teacher education goals and for each its related objectives, and for each objective its related behaviors.

Fig. 10. Classifying and reporting.

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SELF-ASSESSMENT GUIDE FOR PROFICIENCY MODULE: SPECIFYING ASSUMPTIONS, GOALS AND OBJECTIVES FOR COMPETENCY BASED TEACHER EDUCATION PROGRAMS

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1972

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SP 005 780

Preface

These materials are designed to help interested persons become knowledgeable and skillful in developing a theoretical foundation for a competency based teacher education program. The suggested procedures are reflective of those used by the Georgia Educational Models in designing a program during 1968 under the sponsorship of the Bureau of Research (now the National Center for Educational Research and Development) of the United States Department of Health, Education and Welfare, Office of Education.

This proficiency module was prepared pursuant to a contract with the United States Office of Education Teacher Corps. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the sponsor. This document may not be reproduced without permission.

C.E.J.
D.A.P.
G.F.S.

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Answer Sheet to Accompany

SELF ASSESSMENT GUIDE FOR PROFICIENCY MODULE:
SPECIFYING ASSUMPTIONS, GOALS AND OBJECTIVES FOR
COMPETENCY BASED TEACHER EDUCATION PROGRAMS

Readiness Quiz			Evaluation Unit One			Evaluation Unit Two			Evaluation Unit Three			Evaluation Unit Four					
Item	Your Answer	Score (+ or o)	Item	Your Answer	Score (+ or o)	Item	Your Answer	Score (+ or o)	Item	Your Answer	Score (+ or o)	Item	Your Answer	Score (+ or o)	Item	Your Answer	Score (+ or o)
A.	_____	( )	1.	_____	( )	13.	_____	( )	28.	_____	( )	35.	_____	( )	46.	_____	( )
B.	_____	( )	2.	_____	( )	14.	_____	( )	29.	_____	( )	36.	_____	( )	47.	_____	( )
C.	_____	( )	3.	_____	( )	15.	_____	( )	30.	_____	( )	37.	_____	( )	48.	_____	( )
D.	_____	( )	4.	_____	( )	16.	_____	( )	31.	_____	( )	38.	_____	( )	49.	_____	( )
E.	_____	( )	5.	_____	( )	17.	_____	( )	32.	_____	( )	39.	_____	( )	50.	_____	( )
F.	_____	( )	6.	_____	( )	18.	_____	( )	33.	_____	( )	40.	_____	( )	51.	_____	( )
G.	_____	( )	7.	_____	( )	19.	_____	( )	34.	_____	( )	41.	_____	( )	52.	_____	( )
H.	_____	( )	8.	_____	( )	20.	_____	( )				42.	_____	( )	53.	_____	( )
I.	_____	( )	9.	_____	( )	21.	_____	( )				43.	_____	( )	54.	_____	( )
J.	_____	( )	10.	_____	( )	22.	_____	( )				44.	_____	( )	55.	_____	( )
			11.	_____	( )	23.	_____	( )				45.	_____	( )			
			12.	_____	( )	24.	_____	( )									
						25.	_____	( )									
						26.	_____	( )									
						27.	_____	( )									

Quiz total _____ Unit 1 total _____ Unit 2 total _____ Unit 3 total _____ Unit 4 total _____ Totals for 1 + 2 + 3 + 4 _____

SP 005 252

Where to Begin

There are several pieces of materials for this proficiency module (PM). This one is the Self-Assessment Guide. It contains a set of tests designed to help you know the extent of your competence in the performances which this PM proposes to help you acquire. Instructions as to how to use this guide are contained in your Study Guide. Here is a list of the other materials:

Study Guide for Proficiency Module: Specifying Assumptions, Goals and Objectives for Competency Based Teacher Education Programs. C. E. Johnson, G. F. Shearron, and D. A. Payne. Athens, Ga.: Georgia Educational Models, College of Education, University of Georgia. 1972. 70 pages (A set of learning activities designed to help the learner acquire competencies in areas of the PM where he is deficient.)

Specifying Assumptions, Goals and Objectives for Teacher Education. C. E. Johnson and G. F. Shearron. Athens, Ga.: Georgia Educational Models, College of Education, University of Georgia. 1972. 32 pages (A reference book which serves as the sole source of content for this PM.)

Answer Sheets to Accompany Self-Assessment Guide for Proficiency Module: Specifying Assumptions, Goals and Objectives for Competency Based Teacher Education Programs. C. E. Johnson, D. A. Payne and G. F. Shearron. Athens, Ga.: Georgia Educational Models, College of Education, University of Georgia, 1972. (Answer sheets are especially prepared to help the learner diagnose his level of performance and determine the areas in which he should concentrate his efforts.)

About the Assessment*

This booklet contains a readiness quiz and four proficiency tests. They are designed to help learners who are undertaking this proficiency module (PM). Sheets on which to record your responses and compute your scores are provided.

The readiness quiz should be taken by everyone who attempts this PM. It serves as a quick way for a person to learn how well he understands competency based teacher education, and whether he needs to find out more before he continues.

The tests are for learners who are satisfied by their readiness quiz scores that they know enough to continue with the module. Instructions in the Study Guide tell the learner when to take these tests, each of which relates to one of the four terminal objectives of this PM. After each test the student scores himself, and if necessary, works through appropriate learning activities provided in the Study Guide.

---

*The tests in this set should not be considered refined psychometric instruments. The items have not been pretested except with a small number of specialists; nor has reliability and validity data been gathered. They are offered only as aids to learning.

Readiness Quiz

This quiz will help you know whether or not you have sufficient background about competency based teacher education to gain the most out of this PM. The quiz is composed of a number of items, each of which requires a rating.

Directions

First read each lettered statement. Next, select from the ratings shown below the one which you believe that a person who endorses competency based teacher education would select for that statement. Finally, write the number of that rating in the space after the appropriate letter on your answer sheet.

Ratings

5. Agree strongly
4. Agree somewhat.
3. Neither agree nor disagree.
2. Disagree somewhat.
1. Disagree strongly.

A. Teacher education programs should be in operation twelve months of the year.

B. The content of a teacher education program should be kept as relevant to the changes in society as possible.

C. Programs which prepare teachers to handle specific classroom situations are best.

D. Teachers should be as alike as possible at the end of their preparation for a professional certificate and degree.

E. The success of any teacher education program should be judged on the basis of how well the graduate of the program performs in a real life setting.

F. Simulated and supervised classroom professional activities should constitute a major portion of the professional preparedness components of a teacher education program.

G. Teacher education programs should abandon lecture-discussions, seminars and other similar group learning activities.

H. In teacher education programs instruction should be individual or tutorial most of the time.

I. Students in teacher education programs should be free to progress through the program at their own pace.

J. In a teacher education program student evaluation should be based more on performance criteria than on other available standards.

Scoring Instructions

The acceptable responses which appear on page 6 represent the "best judgments" of experts in teacher education who are already favorably disposed toward competency based teacher education.

Now score your quiz. On the answer sheet provided with this booklet mark your score for each item with + if your answer agrees with the opinions of the specialists or with 0 if your answer disagrees with the opinions of specialists.

Do Not Turn This Page
Until You Have Completed
The Readiness Test
And Are Ready To Score
Your Responses

Readiness Quiz Key

Item	Acceptable Ratings
A.	2, 3 or 4
B.	4 or 5
C.	4 or 5
D.	1 or 2
E.	4 or 5
F.	4 or 5
G.	1 or 2
H.	2, 3 or 4
I.	4 or 5
J.	4 or 5

Evaluation

If you received a score of 6 or higher on this readiness quiz you are ready to begin the learning activities contained in this PM. Turn to page 13 in the Study Guide to determine the approach to study which will be most useful to you.

A score of less than 6 indicates that you may not have a general understanding of what specialists who endorse competency based teacher education programs believe to be its essential theoretical foundations. It may also bring into question the frame of mind in which you are approaching this area of information. You may therefore want to engage in the suggested readiness activities presented on pages 12 through 15 of the Study Guide.

Evaluation Unit for
Terminal Objective One

This test will help you know how well you might explain how assumptions, goals and objectives are used for designing and developing competency based teacher education programs. Thus, it is directly focused on ideas related to the first terminal objective stated in your Study Guide.

Directions

There are 12 multiple choice items in this unit. You are to select the best or most accurate alternative from those provided and enter the number representing it in the appropriate space on your answer sheet. Each item should be answered in turn. Do not return to previous items once you have recorded your choice.

Keep in mind as you take this test that you could guess on some items, but that would defeat your purpose of finding out how much you really know about the subject. The last alternative in each item will allow you to indicate when you are unsure of your answer. When you have finished the test you should score and evaluate your own work.

1. Which one of the following is the best definition of a teacher education program assumption?

    1. A statement of fact, hypothesis or value expression taken as or given prior to program development.

    2. Beliefs about what the well-educated American should know and be able to do.

    3. Specific statements of competencies teachers must exhibit if they are to function effectively in the classroom.

    4. A description of a good teacher.

    5. Abstract characterizations of appropriate teaching skills.

    6. I am not certain which is the best answer to this item.

2. Which one of the following best describes an educational goal?

    1. A statement of fact, hypothesis or value expression taken as or given prior to program development.

    2. Beliefs about what the well-educated American should know and be able to do.

    3. Specific statements of competencies teachers must exhibit if they are to function effectively in the classroom.

    4. A description of a good teacher.

    5. A list of teaching proficiencies.

    6. I am not certain which is the best answer to this item.

3. Which one of the following best describes a teaching objective for teacher education?

   1. A statement of fact, hypothesis or value expression taken as or given prior to program development.

   2. Beliefs about what the well-educated American should know and be able to do.

   3. Specific statements of competencies teachers must exhibit if they are to function effectively in the classroom.

   4. A description of a good teacher.

   5. Abstract characterizations of appropriate teaching skills.

   6. I am not certain which is the best answer to this item.

4. Which one of the following sequences best characterizes the order in which assumptions, objectives and goals are derived during the development of a competency based teacher education program?

   1. Assumptions ---- objectives ---- goals

   2. Goals ---- assumptions ---- objectives

   3. Objectives ---- assumptions ---- goals

   4. Goals ---- objectives ---- assumptions

   5. Assumptions ---- goals ---- objectives

   6. Objectives ---- goals ---- assumptions

   7. I am not certain which is the best answer to this item.

5. The role of objectives in competency based teacher education is to

   1. help specify student learning activities to be mastered by teachers.

   2. provide guidelines and a conceptual framework for program development.

   3. stimulate thinking about what the "Educated American" should look like.

   4. give general direction to program development.

   5. provide a basic set of limitations for program development.

   6. I am not certain which is the best answer to this item.

6. The role of assumptions in competency based teacher education is to

   1. help specify student learning experiences to be mastered by teachers.

   2. aid in development of performance modules.

   3. stimulate thinking about what the "Educated American" should look like.

   4. give general direction to program development.

   5. provide a basic set of limitations for program development.

   6. I am not certain which is the best answer to this item.

7. The role of goals in competency based teacher education programs is to

   1. help specify student learning experiences to be mastered by teachers.

   2. provide guidelines and a conceptual framework for program development.

   3. stimulate thinking about what the "Educated American" should look like.

   4. give general direction to program development.

   5. provide a basic set of limitations for program development.

   6. I am not certain which is the best answer to this item.

8. Which one of the following is the least acceptable reason for making explicit program objectives, assumptions and goals?

   1. To help make staff aware of the foundation of the program.

   2. Provide a visible set of directions for program development.

   3. Serve as guidelines to design evaluation activities.

   4. Provide an information base for a public relations program.

   5. Assist the relating of changes in program to changing program structure, operation and requirements.

   6. I am not certain which is the best answer to this item.

9. Teacher education program assumptions are beliefs

   1. about what competencies a teacher ought to have.

   2. about what the objectives of a teacher education program should be.

   3. about what the teacher education program should be like.

   4. about what learning behaviors children should acquire from effective teaching.

   5. I am not certain which is the best answer to this item.

10. Which of the following statements is most nearly correct?

    1. Cognitive is to value as affective is to motor.

    2. Affective is to value as cognitive is to knowledge.

    3. Motor is to skill as affective is to knowledge.

    4. Cognitive is to skill as psychomotor is to affective.

    5. I am not certain which is the best answer to this item.

11. Objectives for a teacher education program should be derived directly from

    1. goals for American education.

    2. goals for a teacher education program.

    3. assumptions for a teacher education program.

    4. all of the above.

    5. I am not certain which is the best answer to this item.

12. If a goal of a teacher education program is modified or changed

    1. it is necessary to change the program objectives.

    2. it is necessary to change the program assumptions.

    3. it is necessary to change both the program objectives and the program assumptions.

    4. it would have no effect of the program objectives.

    5. I am not certain which is the best answer to this item.

Do Not Turn Page
Until You Have Finished Evaluation Unit One.

Instructions for Scoring and the Key
Are on the Next Two Pages.

Instructions for Scoring

The correct answers for the items on this test were determined from the content of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. The key is shown below and on the next page.

Match your answers to each item with those presented in the key. Indicate with a + or 0 on the answer sheet whether your response was right or wrong.

Key to Evaluation Unit One

Item Number	Correct Response	Proficiency Objective Number	Statement of Objective
1.	1	1	Identifies a definition of an assumption.
2.	2	2	Identifies a definition of a goal.
3.	3	3	Identifies a definition of an objective.
4.	5	8	Specifies the temporal order of objectives, goals and assumptions in program development.
5.	1	7	Identifies the role of objectives.
6.	5	5	Identifies the role of program assumptions.

Key Continued

Item Number	Correct Response	Proficiency Objective Number	Statement of Objective
7.	4	6	Identifies the role of goals.
8.	4	9	Recognizes the reasons for making program assumptions, goals and objectives explicit.
9.	3	1	Identifies a definition of an assumption.
10.	2	3	Identifies a definition of an objective.
11.	2	4	Identifies the relationships among program assumptions, goals and objectives.
12.	1	9	Recognizes the reasons for making program assumptions, goals and objectives explicit.

Evaluation

If you received a score of 9 or higher on this test you probably have sufficient knowledge of how assumptions, goals and objectives are used in designing and developing competency based teacher education programs to operate in most practical situations requiring these competencies.

If your score on the test was less than 9 you should probably give this area of knowledge more attention. Note that the fourth column in the key gives the proficiency objective which the item is designed to test.

Now that you have worked through the test it would be an effective first learning activity to turn back and compare your answers with the item-objective pairs shown in the key. When you have finished turn to part four of your Study Guide for other learning activities which will help you acquire the competencies you feel you need.

Evaluation Unit for
Terminal Objective Two

This test will help you to know the extent to which you have acquired competencies associated with the second terminal objective presented in your Study Guide. That is, it will help you know how well you can distinguish assumptions, goals, objectives and teaching behaviors one from the others.

Directions for Unit II A

There are 8 items in evaluation unit II A, each of which is to be classified as to type. First read the statement contained in the item. Next, determine what type of statement it is. Finally record the number representing the type of statement after the appropriate item number on your answer sheet. Here is the key to the types of statements:

Type of Statement

1. Assumption for a teacher education program.
2. Goal for American education.
3. Goal for teacher education.
4. Teaching objective.
5. Teaching behavior.

13. Continued development toward becoming a life long learner.

14. A teacher should have a broad conceptual understanding of his social and physical world.

15. A teacher education program should provide for the personal development of the individual learner.

Type of Statement

(Type of statement is repeated here for your convenience in taking this test.)

1. Assumption for a teacher education program.
2. Goal for American education.
3. Goal for teacher education.
4. Teaching objective.
5. Teaching behavior.

16. The teacher provides frequent opportunity for the students to use the central library for recreational reading.

17. The teacher should have the skills necessary to help children see the need for and the role of written communication in our society today.

18. The teacher uses significant social events in setting up a time line when guiding children in grasping a better concept of historical time.

19. The teacher of social studies should be able to compare Anglo-American culture patterns with European and African patterns in the present and in the development of present cultures.

20. A teacher education program should have as its foundation behavioral descriptions of the competencies essential to effective teaching.

Directions for Unit II B

The items in evaluation unit II B are multiple choice. Select what you regard as the best or most accurate alternative from those provided and enter the number representing it in the appropriate space on your answer sheet. Remember not to return to previous items and to choose the final alternative rather than guess.

21. A statement of a teaching behavior is

    1. a description of a CBTEP activity.
    2. a translation of competency objective.
    3. one of several CBTEP assumptions.
    4. a curriculum content guide.
    5. I am not certain which is the best answer to this item.

22. The following is a hypothetical statement of a goal for a teacher education program: "Effective Learning is Continuous and Developmental." The chief fault with this goal statement is that it

    1. does not directly describe expected school learning experiences.
    2. is not phrased in terms of teacher activity.
    3. does not specify a belief or value.
    4. I am not certain which is the best answer to this item.

23. Following is a hypothetical program assumption for a competency based teacher education program: The teacher will compare the major differences between capitalism and communism. The chief drawback of this assumption is that it is

    1. too abstract.

    2. not stated in terms of expected student learning.

    3. stated in terms of teacher activities.

    4. I am not certain which is the best answer to this item.

24. Following is a hypothetical teaching objective: Teachers entering the Georgia teacher education training program must achieve a composit score of 1200 on the Graduate Record Exam. The chief drawback of this objective is that

    1. it poses an unrealistic standard of participation in the program.

    2. it does not describe a program related performance.

    3. it does not describe an in-school student learning.

    4. I am not certain which is the best answer to this item.

25. Following is a hypothetical statement intended for a <u>teaching-behavior</u> for a competency based teacher education program: The student will memorize the periodic table. The chief drawback of this statement of a teaching behavior is that

    1. it is too abstract.

    2. it describes a situation over which the teacher cannot exert control.

    3. it does not consider learning theory.

    4. I am not certain which is the best answer to this item.

26. Specific statements of observable teaching behaviors may be used effectively

    1. as a basis from which to determine the goals for a teacher education program.

    2. to indicate progress expected of classroom pupils in a program being conducted by a teacher prepared on the basis of teaching competencies.

    3. as the most effective single source from which teacher education program objectives are derived.

    4. as criteria for determining the extent to which the teaching objectives have been acquired.

    5. I am not certain which is the best answer to this item.

27. Which one of the following best describes a good statement of a teaching behavior?

    1. It is abstract.

    2. It is brief.

    3. It is measurable.

    4. It is personal.

    5. I am not certain which is the best answer to this item.

Instructions for Scoring

The correct answers to the items in evaluation unit II were determined from the content of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. The key is shown on the following pages.

Match your responses to each item with those presented in the key. Indicate with a + or 0 on the answer sheet whether your response was right or wrong.

Key to Evaluation Unit Two

Item Number	Correct Response	Proficiency Objective Number	Statement of Objective
13.	2	11	Identifies an acceptable statement of a program goal.
14.	3	11	Identifies an acceptable statement of a program goal.
15.	1	10	Identifies an acceptable statement of a program assumption.
16.	5	16	Identifies an acceptable statement of a teaching behavior.
17.	4	12	Identifies an acceptable statement of a teaching objective.
18.	5	16	Identifies an acceptable statement of a teaching behavior.
19.	4	12	Identifies an acceptable statement of a teaching objective.
20.	1	10	Identifies an acceptable statement of a program assumption.
21.	2	20	Recognizes the interrelationships between teaching objectives and teaching behaviors.
22.	3	13	Identifies the major weakness in a goal statement.
23.	3	14	Identifies the major weakness in a statement of a program assumption.

Key Continued

Item Number	Correct Response	Proficiency Objective Number	Statement of Objective
24.	2	15	Identifies the major weakness in a statement of a teaching objective.
25.	2	19	Identifies the major weakness in a statement of a teaching behavior.
26.	4	17	Identifies the role of statements of teaching behaviors.
27.	3	18	Identifies a definition of a teaching behavior.

Evaluation

If you received a score of 12 or higher on this test you probably are sufficiently skillful in identifying assumptions, goals, objectives and behaviors one from the others to disregard learning activities associated with the second terminal objective.

If your score on the test was less than 12 you are likely to benefit by undertaking some of the suggested learning activities described in part four of your Study Guide. However, before you turn back to your Study Guide for learning activities you might first study your test responses. Notice that the fourth column in the test key presents the proficiency objective which the item is designed to test. You may find it effective to compare your answers with the item-objective pairs shown in the key.

Evaluation Unit for
Terminal Objective Three

This test will help you determine your level of skill at inferring assumptions, goals and objectives for a teacher education program from observed situations. The test items are associated with the third terminal objective of the PM as stated in the Study Guide.

Directions

The first six items in this evaluation unit are multiple choice. First read the statement contained in the item. Next, determine which response you consider the best or most accurate alternative and enter the number representing it in the appropriate space on your answer sheet. Remember not to return to previous items and to choose the final alternative rather than guess.

The directions for the seventh item precede that item.

28. If the goal for a teacher education program is: prepare the teacher to employ teaching behaviors which will assist each pupil to appreciate good literature; then the most reasonable teaching objective among the following which may be derived from this goal is

    1. The teacher will read all the works of Philip Roth.

    2. The teacher will verbally draw analogies between Shaw's Man and Superman and contemporary life.

    3. The teacher will write a forty page paper on the teaching of Shakespeare.

    4. I am not certain which is the best alternative.

29. If the teaching objective is: Extracts square roots to two decimal place accuracy; then the most likely teacher education goal among the following would be

    1. Develops statistical analysis and computation skills.

    2. Develops an appreciation of mathematics.

    3. Acquires knowledge of selected arithmetic facts.

    4. I am not certain which is the best alternative.

30. If the goal for American Education reads like this: "Citizens should view each man as being of worth"; the most likely implied goal for a teacher education program among the following would be

    1. Provides continuous learning experiences.

    2. Equips each teacher to deal with a variety of attitudes in the classroom.

    3. Selects for the program only those above the 80th percentile on the Mental Health Analysis.

    4. I am not certain which is the best alternative.

31. If the goal for a teacher education program is: Prepares teachers to provide the students with practical mathematics skills; the most likely goal for American Education from among the following from which it was derived would be

    1. Provides for development of attitudes and values that lead to a satisfying way of life.

    2. Provides citizens with skills so they may deal effectively with their environment.

    3. Provides persons with the capability to think rationally.

    4. I am not certain which is the best alternative.

32. If the teaching objective is: Makes and uses graphic materials to teach geography; the most likely teaching behavior would be

    1. Names the five major brands of over-head projectors.

    2. Understands how to make a salt and flour relief map.

    3. Makes an over-head projector transparency which communicates clearly.

    4. I am not certain which is the best alternative.

33. If the teaching behavior is: Diagrams on the blackboard the circulation of blood in the human body; the most likely teaching objective is

    1. Demonstrates knowledge of the major systems of the human body.

    2. Applies biological principles.

    3. Understands the contribution of good circulation of blood to health.

    4. I am not certain which is the best alternative.

Directions for Item 34

On the next two pages you will find a brief description of a hypothetical teacher education program. It is only partly competency based. Read it carefully. When you have finished you will be asked to distinguish from among other program assumptions the one which is most evident in the description.

Professor Brown's Mathematics Education Program

Professor Brown's area of specialization is mathematics education. Last quarter he was responsible for teaching a section of "Teaching Mathematics in the Elementary Schools," a first course in mathematics education for elementary teachers.

During the first few sessions of the course he administered what he called Readiness Tests to all of the students. One of these tests was designed to find out what his students knew about mathematics per se--it was void of any items dealing with the teaching of the subject. The other asked questions about what specialists in the field of mathematics education said concerning how mathematics should be taught. After he had scored these tests he scheduled meetings for several small groups of students who had performed similarly on these tests. For example, one group of six students had done very well on the mathematics test but not so well on the methods test, and another small group had done poorly on both.

He conferred with these groups pointing out generally what proficiences they had already acquired, and what they needed to know if they were to be considered proficient. Each student was then given a detailed list of the behavioral objectives of the course on which were indicated those behaviors in which he had already demonstrated a high level of proficiency, those in which he was considered sufficiently proficient to proceed, and those in which he knew little or nothing.

The students, working under his guidance, then planned how they would acquire the proficiencies they needed in order to be ready for the next course which they would take in mathematics education which would be focused on teaching performance. (The title of the second course is "Practicum in Teaching Mathematics in the Elementary School".) The students were informed that they could take as much time as they needed to become sufficiently proficient to proceed. This meant that some might finish in just a few weeks while others might take several weeks, even time beyond the normal end of the quarter.

Whenever the students were ready to take the final tests they were permitted to do so. Some chose to do so when they had been in attendance only a few weeks. Professor Brown graded each student whose test scores showed him to be highly proficient in both his knowledge of mathematics and what is said as to how it is to be taught with an "A". Those sufficiently proficient to proceed received a "B", and those who had not yet acquired proficiency were given "I" (incomplete) at the close of the quarter. Those receiving an "I" were allowed an indefinite time to acquire proficiency, but were not permitted to enroll in the second course until they had shown sufficient proficiency in this initial course to continue into the second.

34. Which one of the following assumptions is most evident in Professor Brown's program?

1. A teacher education program should provide for the development of the personal qualities of the individual learner; it should provide opportunities for him to establish his self-identity, and help him pursue his personal objectives.

2. A teacher education program should provide for differences among learners in the accumulation of experience, extent of achievement and rate and style of learning.

3. A teacher education program should recognize the changing nature of society and its values and provide for these changes through frequent updating and revision of its content and organization.

4. A teacher education program should be developed and managed by modern systems technology to the extent that such kinds of activities facilitate rather than deter from the humanistic characteristics of the program.

5. A teacher education program should be so organized that it provides for the continuous evaluation, feedback and revision of all its components parts.

6. I am unable to determine which of the above assumptions is the most evident from the description.

Instructions for Scoring

The correct answers to the items on this test were determined from the content of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. The key is shown on the next page.

Compare your responses to each item with those presented in the key. Indicate with a + or 0 on the answer sheet whether your response to the item was right or wrong.

Do Not Turn This Page
Until You Have
Completed
Test Unit Three

Key to Evaluation Unit Three

Item Number	Correct Response	Proficiency Objective Number	Statement of Objective
28.	2	23	Identifies an appropriate translation of a goal for a teacher education program into a teaching objective.
29.	1	23	Identifies an appropriate translation of a goal for a teacher education program into a teaching objective.
30.	2	22	Identifies an appropriate translation of a goal for American Education into a goal for a competency based teacher education program.
31.	2	22	Identifies an appropriate translation of a goal for American Education into a goal for a competency based teacher education program.
32.	3	24	Identifies an appropriate translation of a teaching objective into teaching behaviors.
33.	4	24	Identifies an appropriate translation of a teaching objective into teaching behaviors.
34.	2	21	Draws correct inferences about the underlying assumptions from a simulated teacher education program.

Evaluation

If your score on this test is 5 or more you probably have sufficient skill in inferring assumptions, goals and objectives for teacher education from observed situations to participate in designing a competency based teacher education program. You should therefore disregard the learning activities associated with this terminal objective as they appear in the Study Guide.

If your score on this test was less than 5 you would probably find some of the learning activities suggested in part four of the Study Guide useful. However, before you turn back to your Study Guide it is suggested that you compare your test responses with those which the key indicates to be the correct ones. As you carry out this activity pay particular attention to the proficiency objectives detailed for each test item. This may help you determine why the response indicated in the key is considered correct and yours is considered incorrect.

Evaluation Unit for
Terminal Objective Four

The purpose of evaluation unit four is to help you know how effectively you are likely to be able to design strategies which will produce useable lists of assumptions, goals and objectives for a competency based teacher education program. The test items are thus related to the fourth terminal objective for this PM as stated in the Study Guide.

Directions for Test Unit IVA

There are 10 items in unit IVA which appears on the next page. Each item names a concept or presents a graphic symbol. In a column to the right of the items you will find a list of definitions. Read the item and then find the definition which best matches it. On your answer sheet next to the item number write the letter which represents the statement which best defines the concept or symbol.

As you begin this exercise note that there are more statements of definitions than there are items. You must therefore keep in mind that the definitions may be used once, more than once, or not at all.

Item	Concept Name or Symbol	Definition
35.	Systems model	A. An event
36.	Technology	B. A technique of systems technology
37.	System	C. Representation
38.	PERT	D. An essential part of a component
39.	Module	E. System budgeting
40.	- - - - - ->	F. An essential part of a system
41.	————————>	G. An activity in process
42.	Subsystem	H. Direction of events
43.	(34)	I. Systems management
44.	Component	J. Set of interrelated techniques
		K. A comprehensive operation
		L. An essential part of a subsystem
		M. None of the above
		N. I am not sure which is the best definition.

Directions for Test Unit IVB

The 11 items in unit IVB are all multiple choice. First read the statement contained in the item. Next, determine which response you consider the best or most accurate alternative and enter the number representing it in the appropriate space on your answer sheet. Remember not to return to previous items and to choose the final alternative rather than to guess at answers.

45. The least useful activity for application in reviewing a preliminary plan for a competency based teacher education program would be

    1. to review the prepared list of personnel and their assigned tasks.
    2. to review the list of resources.
    3. to review costs of total operation.
    4. to review the list of needs for plan.
    5. I am not certain which is the best alternative.

46. During the operational phase of the development project all except one of the following would be important in helping to specify a list of goals for American education. Which is the exception?

    1. Examine society's views of what are its ideals, values and needs.
    2. Review existing lists of goals for American education.
    3. Formulate tentative statements of goals.
    4. Submit the tentative statement for review to outside experts and laymen.
    5. I am not certain which is the best alternative.

47. All of the following are essential to the development of a preliminary plan except one. Which is the exception?

1. Examination of current programs.
2. Identification of resources.
3. Preparation of tentative PERT chart diagram.
4. Specification of tentative program objectives.
5. I am not certain which is the best alternative.

48. The next most logical step to take after the goals and assumptions have been specified is to

1. review goals for American education.
2. check assignment of personnel to tasks.
3. generate program objectives.
4. firm up commitment of resources.
5. I am not certain which is the best alternative.

49. Modern management technology applied to designing a strategy to produce a competency based teacher education program which utilizes systems analysis procedures

1. requires the use of computers.
2. requires the use of PERT chart diagrams and simulation techniques.
3. requires the use of computers, PERT chart diagrams and simulation techniques.
4. does not require that any one or all of the aforementioned in 1, 2 or 3 (computers, PERT chart diagrams, simulation) be used.
5. I am not certain which is the best alternative.

50. During the preliminary phase of planning a competency based teacher education program all of the following activities would be relevant except one. Which is the exception?

1. Diagnosing and reviewing existing teacher education programs.

2. Examining available lists of goals and objectives.

3. Studying strategies for specifying assumptions, goals and objectives.

4. Detailing a curriculum of teacher learning experiences.

5. Considering the nature and functions of goals, objectives and assumptions in competency based teacher education programs.

6. I am not certain which is the best alternative.

51. In systems analysis procedures the term model most generally means

1. something exemplary.

2. something which is representative.

3. a computerized system.

4. a complex system of interrelated subsystems characterized by numerous components and modules.

5. I am not certain which is the best alternative.

52. Classification of objectives will be most helpful in

1. judging their relevance to previously established goals for American education.

2. orienting the staff to the project requirements.

3. specifying personnel, resources and materials requirements.

4. specifying teaching behaviors.

5. I am not certain which is the best alternative.

53. To depict graphically a teacher education program in sustained operation one is most likely to use

1. program evaluation review technique (PERT) chart diagrams.

2. process flow charts.

3. program planning and budgeting systems.

4. all of the above.

5. I am not certain which is the best alternative.

54. In developing a competency based teacher education program utilizing a systems approach

1. it is essential that PERT chart diagrams be used.

2. PERT chart diagrams are most likely to be used to represent the program as it will appear in sustained operation.

3. PERT chart diagrams are most likely to be used to represent the strategy or planning which must take place in order to provide a program model.

4. PERT chart diagrams are more efficient than simulation techniques.

5. I am not certain which is the best alternative.

55. The first step in developing a teacher education program should be

1. to reach agreement among the planners as to goals.

2. to reach agreement among the planners as to objectives.

3. to reach agreement among the planners as to assumptions.

4. to reach agreement among the planners as to both goals and assumptions.

5. I am not certain which is the best alternative.

Do Not Turn Page
Until You Have Finished Evaluation Unit Four.

Instructions for Scoring and the Key
Are On the Following Pages.

Instructions for Scoring

The correct answers to the items on this test were determined from the content of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. The key appears below.

Compare your responses to each item with those presented in the key. Indicate with a + or 0 on the answer sheet whether your response was correct or incorrect.

Key to Evaluation Unit Four

Item Number	Correct Response	Proficiency Objective Number	Statement of Objective
35.	C	26	Recognizes the meanings of the major symbols and terms used in PERT*
36.	J	26	"
37.	K	26	"
38.	B	26	"
39.	D	26	"
40.	H	26	"
41.	G	26	"
42.	F	26	"
43.	A	26	"
44.	L	26	"

*PERT is the common acronym for Program Evaluation Review Technique.

Key Continued

Item Number	Correct Response	Proficiency Objective Number	Statement of Objective
45.	3	28	Recognizes the essential activities for reviewing a preliminary plan
46.	4	30	Recognizes activities involved in specifying the goals for American education
47	4	27	Identifies the essential activities for designing a preliminary plan
48.	3	32	Recognizes the important activities for specifying and classifying the objectives and behaviors for a CBTEP**
49.	4	25	Recognizes the major applications for PERT*
50.	4	28	Recognizes the essestial activities for reviewing a preliminary plan
51.	2	26	Recognize the meanings of the major symbols and terms used in PERT*
52.	4	32	Recognizes the important activities for specifying and classifying the objectives and behaviors for a CBTEP**
53.	2	25	Recognizes the major applications for PERT*
54.	5	25	"
55.	4	31	Recognizes the important activities for specifying goals and assumptions of a CBTEP**

*PERT is the common acronym for Program Evaluation Review Technique.

**CBTEP is used here as an abbreviation for competency based teacher education program(s).

Evaluation

If your score on this test is 17 or more you probably have sufficient knowledge to acquire the skills needed to design strategies to produce useable lists of assumptions, goals and objectives for a competency based teacher education program.

If your score on this test is less than 17 you would probably find some of the learning activities suggested in part four. of the Study Guide useful. It is suggested, however, that as a first learning activity you compare your test responses with those which the key shows to be the correct ones. In so doing give particular attention to the proficiency objectives from which the test items were developed. This may indicate to you which proficiency objectives need your particular attention.

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STUDY GUIDE FOR PROFICIENCY MODULE: SPECIFYING ASSUMPTIONS, GOALS AND OBJECTIVES FOR COMPETENCY BASED TEACHER EDUCATION PROGRAMS

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Preface

These materials are designed to help interested persons become knowledgeable and skillful in developing a theoretical foundation for a competency based teacher education program. The suggested procedures are reflective of those used by Georgia Educational Models in designing a program model during 1968 under the sponsorship of the Bureau of Research (now the National Center for Educational Research and Development) of the United States Department of Health, Education and Welfare, Office of Education.

This proficiency module was prepared pursuant to a contract with the United States Office of Education Teacher Corps. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the sponsor. This document may not be reproduced without permission.

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Where to Begin

There are several pieces of materials for this proficiency module (PM). This is the Study Guide and is the basic booklet which you should use to help you through this PM. However, you cannot successfully undertake this PM without the other materials which were prepared to help you. Here are the titles of the other materials:

Specifying Assumptions, Goals and Objectives for Teacher Education. C. E. Johnson and G. F. Shearron. Athens, Ga.: Georgia Educational Models, College of Education, University of Georgia. 1971. 32 pages. (A paperback book which serves as the sole source of content for this PM.)

Self-Assessment Guide for Proficiency Module: Specifying Assumptions Goals and Objectives for Competency Based Teacher Education Programs. C. E. Johnson, D. A. Payne and G. F. Shearron. Athens, Ga.: Georgia Educational Models, College of Education, University of Georgia. 1972. 44 pages. (A set of tests to help the learner know the extent of his competence in the performances this PM proposes to help him acquire. He uses this information to guide him in selecting learning activities.)

Answer Sheets to Accompany Self-Assessment Guide . . . (See above item.) (These answer sheets are especially prepared to help the learner diagnose his level of performance and determine the areas in which he should concentrate his efforts.)

Now turn to the next page and begin.

Part One

INTRODUCTION

The introductory material which follows should be read by all persons who are considering undertaking this proficiency module (PM). It contains general information about proficiency modules (PMs), specific information about this particular one and presents its objectives. When you have completed this part of the PM you will probably know if it will be worthwhile for you to continue.

About Proficiency Modules (PMs) in General

A proficiency module (or PM as it is frequently called) is a collection of materials which is designed to help a person acquire the knowledge, skills and/or attitudes which some authorities believe he ought to have if he is to successfully carry out some defined essential task for which he has responsibility. There are three essential parts to every PM. They are: objectives, suggested learning activities and evaluation devices. The objectives are statements which describe the desired behavioral outcomes. That is, they describe what a person ought to be able to do by the time he finishes the PM if he cannot already do them. The suggested learning activities give him some ideas as to how he can acquire those behaviors which he does not already have. And the evaluation devices help him find out which

behaviors among those listed as objectives he needs and lets him know when he is able to do them effectively.

There are different kinds of PMs. Some are designed to help the learner know more about some social or physical phenomenon. Others are designed to help him learn what is said about how some skill or process ought to be carried out. Still others are designed to put him in a situation where, through practice, he actually develops the skills and processes he needs to do a particular job. A PM which gives information about something or how something is done the authors call an enabler PM because it only contributes to getting ready to perform. One which gives practice in a life-like or life situation they call a performance PM because it provides opportunities to actually develop the skills and processes one needs. Also, whereas some PMs such as this one are simple self-instructional sets of learning materials, others are complex operations requiring teachers, evaluators and even special settings such as group interaction seminars, materials centers, field observation and evaluation laboratories.

About this Proficiency Module (PM)

This PM is more of an enabler than a performance module because the job which the learner is preparing to do is one which he is not likely to do often during his professional career. Also, for most persons who undertake this PM there are few, if any, available life or even life-like situations in which it would be possible for them to experience creative practice in the tasks they must perform. In addition, as regards program development activities, most teacher educators will find themselves in situations requiring immediate action before they have time for preliminary practice in a life-like setting.

Another limitation which requires this PM to be more of an enabler than a performance module is that it is designed for self-instruction. That is, an individual working without a teacher or an evaluator should be able to undertake it without any more than the booklets and test answer sheets it provides.

This first booklet is called the Study Guide. It is a manual to help the learner work through the PM as the authors intended. In it you will find some helps in making up your mind whether or not you need the learnings this PM offers. It also gives you the statements of the objectives or behaviors it proposes to help you acquire and suggests learning activities for you to undertake to acquire the ones you need.

Another booklet in this PM is a reference entitled, Specifying Assumptions, Goals and Objectives for Teacher Education by C. E. Johnson and G. F. Shearron. This is the primary source of information for the PM. Frequent reference is made to the contents of this book throughout the Study Guide.

The Self-Assessment Guide completes the set. It contains a number of tests and information as to how they may be scored and evaluated. One of the tests helps the learner know when he is ready to begin the PM. The others help him know what kinds of learning activities he needs, when he should carry them out, and when he has learned enough to stop working. Answer sheets accompany the Self-Assessment Guide.

Is this PM for you?

If you want to know more about how you can design and develop a competency based teacher education program for your environment or locality, or if you are just interested in knowing more about how such programs are designed and developed by others, this PM will help you. But it will not do the entire job. It is concerned with only one aspect of competency based teacher education programs - that of creating a statement which communicates the philosophical base or theoretical viewpoint for such a program. The authors consider such a statement essential to all program activities from designing, implementing and piloting, to operating and evaluating.

Study the following statement of major purpose or objective and tentatively decide for yourself if you think this particular PM could be of value to you at this time.

The major objective of this PM is to prepare the learner (presumably a teacher educator) with the behaviors (knowledges, processes, skills) which will enable him to effectively direct or participate in a project which has as its purpose to produce a statement of assumptions, goals and objectives for a competency based teacher education program for a defined locality or environment.

What this PM Will Help You to Do

If you have tentatively decided that you may want the behaviors the major objective suggests, you probably would like to know in more specific terms just what those behaviors are. That is, you would like to know that which you are likely to be able to do if you successfully complete the PM that you cannot do now. These more specific objectives the authors call terminal objectives because they describe what you should be able to do when the time comes to end or terminate your learning activities. As you read the terminal objectives which follow, re-evaluate your tentative decision as to whether or not you want to proceed.

PM Terminal Objectives

As you read the following statements, assume that each is preceded by this antecedent: A person who has successfully met the intent of the major objective . . .

1. Tells how assumptions, goals and objectives are used in competency based teacher education programs.

2. Prepares acceptable statements of assumptions, goals, objectives and behaviors for a competency based teacher education program.

3. Infers assumptions, goals and objectives for a teacher education program from observing practices in operation.

4. Designs a strategy for producing a statement of assumptions, goals and objectives for a competency based teacher education program for a defined locality or environment, and communicates this strategy to others.

5. Expresses positive feelings (attitudes) toward competency based teacher education and the procedures which have been recommended for strategy planning as set forth in this PM.

More Specificity

Now that you are aware of the major objective and the terminal objectives for this PM, you may be helped further in making your decision as to whether or not to continue if you become aware of what the authors call the proficiency objectives. These are mor specific than either of the other two kinds of objectives. They are descriptions of the precise behaviors that this PM uses for evaluative criteria. That is, they are detailed statements describing behaviors which when taken collectively are evidence that the learner has fulfilled the specifications of the terminal objectives. They describe the "enablers" which the authors believe will help the learner effectively direct or participate in a project designed to produce a statement of an educational viewpoint for a particular competency based teacher education program.

Carefully examine the list of proficiency objectives which appear below and on the following page. When you understand what you think each statement says then ask yourself the extent to which you believe you already have this particular behavior. If you already have some of the behaviors you will obviously save valuable time should you continue.

Proficiency Objectives*

As you read these proficiency objectives assume that each is preceded by this antecedent: A person who has successfully met the intent of the terminal objectives and therefore the intent of the major objective . . .

1. Identifies a definition of an assumption. (1)*
2. Identifies a definition of a goal. (1)
3. Identifies a definition of an objective. (1)
4. Identifies the relationships among program assumptions, goals and objectives. (1)
5. Identifies the role of program assumptions. (1)
6. Identifies the role of goals. (1)
7. Identifies the role of objectives. (1)
8. Specifies the temporal order of objectives, goals and assumptions in program development. (1)

*The number in parentheses after each statement indicates the terminal objective with which that statement is considered appropriately associated.

9. Recognizes the reasons for making program assumptions, goals and objectives explicit. (1)*

10. Identifies an acceptable statement of a program assumption. (2)

11. Identifies an acceptable statement of a program goal. (2)

12. Identifies an acceptable statement of a teaching objective. (2)

13. Identifies the major weakness in a goal statement. (2)

14. Identifies the major weakness in a statement of a program assumption. (2)

15. Identifies the major weakness in a statement of a teaching objective. (2)

16. Identifies an acceptable statement of a teaching behavior. (2)

17. Identifies the role of statements of teaching behaviors. (2)

18. Identifies a definition of a teaching behavior. (2)

19. Identifies the major weakness in a statement of a teaching behavior. (2)

20. Recognizes the interrelationships between teaching objectives and teaching behaviors. (2)

21. Draws correct inferences about the underlying assumptions from a simulated teacher education program. (3)

22. Identifies an appropriate translation of a goal for American education into a goal for a competency based teacher education program. (3)

23. Identifies an appropriate translation of a goal for a teacher education program into a teaching objective. (3)

24. Identifies an appropriate translation of a teaching objective into teaching behaviors. (3)

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*The number in parentheses after each statement indicates the terminal objective with which that statement is considered appropriately associated.

25. Recognizes the major applications for Program Evaluation Review Techniques (PERT). (4)*

26. Recognizes the meanings of the major symbols and terms used in PERT. (4)

27. Identifies the essential activities for designing a preliminary plan. (4)

28. Recognizes the essential activities for reviewing a preliminary plan. (4)

29. Selects an appropriate set of procedures for revising a preliminary plan. (4)

30. Recognizes activities involved in specifying the goals for American education. (4)

31. Recognizes the important activities for specifying the goals and assumptions for a competency based teacher education program (CBTEP). (4)

32. Recognizes the important activities for specifying and classifying the objectives and behaviors for a competency based teacher education program (CBTEP). (4)

33. Recognizes his own attitudes toward the concept of a competency based teacher education program (CBTEP) and the planning procedures recommended in this PM. (5)

*The number in parentheses after each statement indicates the terminal objective with which that statement is considered appropriately associated.

Part Two

DETERMINING READINESS

This part of the PM should be undertaken by all persons who have read Part One of this Study Guide and are of the opinion that they would benefit by continuing. When you have completed this part of the PM you should know the extent to which you are prepared to continue without some preliminary work.

Determining Your Readiness for this PM

If, after reading Part One, you have decided that you want to continue you must first be certain that you have sufficient background and knowledge to do so. That is, you must be ready. Readiness for this PM means having a general understanding of the nature of this kind of program because through this and other similar modules your concept of competency based teacher education will continually grow. Thus, anyone who has done some reading about competency based teacher education programs or who has attended conferences or workshops on the subject is likely to be ready without further study.

To decide for yourself whether or not you are ready you should take the readiness quiz which begins on page 3 of the Self-Assessment Guide. There you will find the readiness quiz,

instructions for taking it, a scoring key and evaluation notes which will help you interpret your results.

TAKE THE READINESS QUIZ BEFORE YOU CONTINUE
IN THIS STUDY GUIDE

Readiness Activity

If your score on the readiness quiz was 5 or less you would probably benefit from some additional study of competency based teacher education programs. This activity simply poses some questions and suggests some references.

Here are the questions. When you feel you know the answers to questions such as these you will probably have enough knowledge about competency based teacher education to benefit from the remainder of this PM.

1. Why is the program design called competency based? What other bases are there? How would adopting competency as a base rather than something else affect the organization of a teacher education program?

2. To what extent does a competency based teacher education program concern itself with principles of humanization? Or, how can an educational program which sets up specifications for its "product" or output be compatible with the principles of humanization?

3. Do all competency based teacher education programs stress individualization of instruction? If so, to what extent does this mean that instruction must be tutorial and self-instructional rather than socially interactive?

4. Do specialists on competency based teacher education totally agree with one another on the exact nature of competency based teacher education? On what ideas relevant to competency based teacher education do they seem to have consensus? On what ideas do they seem to differ?

5. Are competency based teacher education programs at all concerned with learnings which cannot be evaluated objectively? If so, what evidence is there of this concern? If not, what is likely to be the effect on persons learning to be teachers?

Here are some books, pamphlets and articles which will help you find answers to questions such as those posed above:

A Reader's Guide to the Comprehensive Models for Preparing Elementary Teachers. Washington, D. C.: ERIC Clearinghouse on Teacher Education and the American Association of Colleges for Teacher Education, December, 1969.

Elementary Teacher Training Models. U.S. Dept. of Health Education and Welfare, Washington, D. C., OE-58033, September, 1969.

Journal of Research and Development in Education. Vol. 2, No. 3.Spring, 1970 issue.

Journal of Research and Development in Education. Vol. 3, No. 3.Spring, 1970 issue.

Also, note the bibliography on pages 120 through 123 of the Journal of Research and Development in Education, Vol. 3, No. 3. Spring, 1970 issue.

You might view this slide-tape which is intended to introduce the basic concepts, characteristics and implications of competency-based teacher education programs:

Weber, Wilford, et al. Competency-Based Teacher Education: An Overview. Syracuse, New York: Center for the Study of Teaching, 1970. Color. 20 min.

Part Three

SELECTING YOUR STUDY PATTERN

If you have decided that you want the behaviors this PM proposes to help you acquire and judge yourself to have sufficient knowledge to get the most out of this PM then you should consider some alternative approaches to study.

Alternative Number One: Read; then Test-Study-Test Unit by Unit

One suggested approach to study is that you might first read Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron from cover to cover. When you have finished you might then turn to Test Unit One in the Self-Assessment Guide and take the test. Next, you could evaluate your results on the Unit One test and decide which of the learning activities, if any, you should carry out. If you should choose to do certain of the activities, when you have completed them you might retake the test and again evaluate your results. This same procedure which you used with Unit One could then be used with Units Two, Three and Four in turn.

Alternative Number Two: Test-Study-Test, Unit by Unit

Some learners prefer to test themselves over a part of the content before they study. They like to be more than usually clear of their objectives before they read. This alternative suggests that the first step might be for you to take Test Unit One and evaluate your results. At this point you might want to list each of the objectives which you feel should have the greater part of your attention. Next, you might turn to the learning activities and undertake those which you feel would be of most help to you. After finishing the learning activities you could turn again to the Self-Assessment Guide and retake Test Unit One again evaluating your performance. Using the same or a similar procedure you could move through the other test units.

Alternative Number Three: Test-Study-Test, Comprehensive Approach

A third alternative begins with the learner taking all proficiency tests in order at a single session and then evaluating his results. Using this approach you might, while evaluating your results, become aware not only of your particular needs, as indicated by each test, but also of the relationships

among the objectives. After evaluating your test results you might then turn your attention to selecting and carrying out specific learning activities.

Other Alternatives

This study guide attempts to reflect the principle that each individual has a study pattern which is best for him under defined conditions. Thus the reader having read the suggested alternatives may justifiably devise one of his own which differs from those suggested, but which he believes to be more effective and economical for him.

Part Four

LEARNING ACTIVITIES

This part of the Study Guide contains a number of learning activities. Each activity relates to a particular terminal objective and focuses on one or a cluster of proficience objectives. You should undertake only those learning activities which you need. Suggestions and cross references relating specific objectives and associated learning activities are contained in the Self-Assessment Guide.

Each activity is presented separately. As revisions are made and as new activities are devised, they will be inserted to replace or supplement those which were initially provided.

The format for activities is fairly consistent. First is a restatement of the terminal objective with which it is most directly associated. Next is a list of the particular proficiency objectives that it is designed to help the learner acquire. Following the list of proficiency objectives is a section which gives a suggested study procedure. Since for this PM there is only one reference, no section is set aside in the format for resources. In more extensive PMs which utilize numerous resources such as books, pamphlets, journals, films, slides, and tapes, considerably more attention is given to resources.

Keep in mind that these are only suggested procedures and thus you have full freedom to modify, adjust or change any of them to suit your needs. Remember it is the level of competency which you are seeking that is important. Learning activities are only your means to that end.

Learning Activity 1.01

Terminal Objective Number One

Tells how assumptions, goals and objectives are used in competency based teacher education programs.

Proficiency Objectives

1. Identifies a definition of an assumption.

2. Identifies a definition of a goal.

3. Identifies a definition of an objective.

Suggested Procedure

Read pages 1 through 14 in Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron to determine what the authors have to say about the nature of assumptions, goals and objectives and how they should be stated. Look for definitions. If you cannot find precise definitions make up some with which you believe the authors would agree. Test out the definitions with illustrative statements of assumptions, goals and objectives which you find in the reference. Refine your definitions if necessary. Try to modify assumptions so that they become statements of goals. Can it be done? If so try to explain why. If it cannot be done, try to explain why not. Do the same for goals to objectives, and assumptions to objectives.

Learning Activity 1.02

Terminal Objective Number One

Tells how assumptions, goals and objectives are used in competency based teacher education programs.

Proficiency Objectives

4. Identifies the relationships among program assumptions, goals and objectives.

5. Identifies the role of assumptions.

6. Identifies the role of goals.

7. Identifies the role of objectives.

9. Recognizes the reasons for making program assumptions, goals and objectives explicit.

Suggested Procedure

Read the following questions and first try to answer them without reference to Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. You may even choose to write your trial answers. Next, study pages 1 through 14 in the reference and determine the appropriateness of your trial answers.

1. How do the authors differentiate between the function of program assumptions and other kinds of assumptions?

2. Under what conditions could goals and assumptions be the same?

3. How do the goals for American education differ from the goals for teacher education? If the present concern is for teacher education then why is it that the authors write about goals for American education?

4. What is the source for teaching objectives? How are they used in a competency based teacher education program?

5. If you should try to parallel or relate major, terminal and proficiency objectives as defined and used in the PM to teacher education goals, teaching objectives and behaviors as they are proposed for a teacher education program to what extent would they relate? That is, what elements of classification do they have in common? In what ways are they unrelated?

6. Describe what you think would be the malfunctioning characteristics of a teacher education program if the assumptions were not clearly understood? ... if the goals were not clearly understood? ... if the teaching objectives were not clearly understood? ... if the behaviors were not clearly understood?

Learning Activity 1.03

Terminal Objective Number One

Tells how assumptions, goals and objectives are used in competency based teacher education programs.

Proficiency Objectives

8. Specifies the temporal order of objectives, goals and assumptions in program development.

9. Recognizes the reasons for making program assumptions, goals and objectives explicit.

Suggested Procedure

Considering what the authors have to say on pages 1 through 14 of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron, explain the relationships among goals, objectives and behaviors as regards specificity. In developing a competency based teacher education program which should be the first concern, assumptions or goals? Consider the extent to which specifying objectives before identifying goals would be an effective procedure.

In the light of your consideration ask yourself what is likely to happen to a program if its goals and assumptions are not represented by written statements.

Learning Activity 1.04

Terminal Objective Number One

Tells how assumptions, goals and objectives are used in competency based teacher education programs.

Proficiency Objective

8. Specifies the temporal order of objectives, goals and assumptions in program development.

Suggested Procedures

Read pages 11 through 14 in Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. On a piece of scratch paper list the relative merits of the different types of classifications discussed in the reference as they might pertain to your own working situations. Develop a classification system which suits your needs - either an original system or a synthesis of the ones presented in the reference. When you have worked out an appropriate classification system, write a teaching objective for each classification.

Now reexamine your classification system asking questions such as the following:

1. If my teacher education program seeks to help learners acquire knowledge, skills and attitudes, does this classification system which I have devised provide for these categories?

2. If my teacher education program is characterized by a career sequence, does the classification system I have devised make allowances for differentiated objectives?

3. If my teacher education program has a regenerative feature, does my classification system provide for the accumulation of appropriate data about learners?

Learning Activity 2.01

Terminal Objective Number Two

Prepares acceptable statements of assumptions, goals, objectives and behaviors for a competency based teacher education program.

Proficiency Objectives

10. Identifies an acceptable statement of a program assumption.

11. Identifies an acceptable statement of a program goal.

12. Identifies an acceptable statement of a teaching objective.

16. Identifies an acceptable statement of a teaching behavior.

Suggested Procedure

Read pages 5 through 14 in Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. As you do so, pay particular attention to definitions and illustrations of goals for teacher education, teaching objectives, and teaching behaviors. Be certain that you have an understanding of how each is stated and how each differs from the others.

On a piece of scratch paper write the numerals 1 through 6 in a column and then read the statements on the following page. Classify each by writing beside the corresponding numeral on your scratch paper the kind of statement you believe it to be: assumption, program objective, goal for American education,

goal for teacher education, or teaching behavior. If the statement will not classify into one of the aforementioned categories write an "X". When you have finished turn to page 55 in this study guide and see how the authors have classified these statements. Do your answers agree? If not, reread pages 5 through 14 in the reference and try again.

1. Teaching is an art.

2. Teachers are able to teach pupils rational numbers.

3. The school is responsible for teaching students to live together.

4. The teacher demonstrates that he can help children who are ready to do so to recognize the relationship between a voiced consonant sound and the appropriate written symbol.

5. Teacher education programs should be concerned with the communication skills of teachers.

6. Additional funds should be provided by the state legislature for teacher education.

Learning Activity 2.02

Terminal Objective Number Two

Prepares acceptable statements of assumptions, goals, objectives and behaviors for a competency based teacher education program.

Proficiency Objectives

13. Identifies the major weakness in a goal statement.

14. Identifies the major weakness in a statement of a program assumption.

15. Identifies the major weakness in a statement of a teaching objective.

Suggested Procedures

Make sure that you know the definition of an assumption, a goal and an objective. If you do not have the differences among the three terms clearly in your mind, reread pages 1 through 11 in Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron.

See the illustrations of goals, assumptions and objectives on the next page. On a piece of scratch paper note the major weakness of each and then rewrite it in a more acceptable form. Then turn to page 56 in this study guide to see how your analysis and revisions compare with those of the authors.

Illustrative Statements for Goals

1. A teacher education program should prepare the teacher to teach.

2. American education is for the wealthy; we do not have enough resources to educate everyone.

Illustrative Statements for Assumptions

1. Society is changing rapidly; therefore, schools should maintain the traditions of American society.

2. The professor should plan each student's program to fit the demands of the curriculum.

Illustrative statements for Objectives

1. The student will be able to read effectively.

2. The student will demonstrate that he can spell ten words correctly.

Learning Activity 2.03

Terminal Objective Number Two

Prepares acceptable statements of assumptions, goals, objectives and behaviors for a competency based teacher education program.

Proficiency Objectives

10. Identifies an acceptable statement of a program assumption.

14. Identifies the major weakness in a statement of a program assumption.

Suggested Procedures

Be certain that you understand the definition of a program assumption. If you need further help for understanding reread pages 1 through 5 in Specifying Assumptions, Goals, and Objectives for Teacher Education by Johnson and Shearron. Take a piece of scratch paper and make a list of what you believe to be five essential considerations in designing an effective teacher education program. When you have completed your list, write five statements corresponding to your list of considerations which tell how you believe teachers should be educated. These are program assumptions.

When you have completed your list of assumptions turn to page 58 in this study guide and compare your list with some assumptions the authors have prepared.

Your assumptions may or may not agree with those of the authors. This is not important in this activity. It is, however, important that your assumptions are properly stated. So, ask yourself, "Do my assumptions read similarly to those of the authors?" If yours are not satisfactory, reread the reference and try again.

Learning Activity 2.04

Terminal Objective Number Two

Prepares acceptable statements of assumptions, goals, objectives and behaviors for a competency based teacher education program.

Proficiency Objectives

16. Identifies an acceptable statement of a teacher behavior.

17. Identifies the role of statements of teaching behaviors.

18. Identifies a definition of a teaching behavior.

19. Identifies the major weakness in a statement of a teaching behavior.

20. Recognizes the interrelationships between teaching objectives and teaching behaviors.

Suggested Procedures

To begin be certain you understand the definition of a teaching behavior. If you are unsure of this definition, reread pages 8 through 11 in Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron.

Next, read pages 26 through 29 in the reference. Now read the following statements and identify those which are specific enough to be teaching behaviors. When you have finished turn to page 59 in this study guide to see how the authors have classified the statements.

1. Children should be able to express themselves creatively.

2. The teacher provides facilities and opportunities for children to select class listening and participation music.

3. Education should prepare pupils to assume the responsibilities required to maintain a democratic society.

4. The child should understand the role of government, political parties, and civic responsibility.

5. A teacher education program will provide the student with knowledge of the role of environment in the growth of the individual.

6. The teacher values and is willing to help each individual pupil.

7. Education should prepare the student to recognize the importance of human relations, the interaction of people with people, and nation with nation.

8. The teacher clearly identifies criteria for judgments and their appropriateness for specific types of works of art.

9. The child recognizes the role of the past in the development of the present and future.

10. The teacher shows children how to use and interpret maps and globes.

Learning Activity 3.01

Terminal Objective Number Three

Infers assumptions, goals and objectives for a teacher education program from observing practices in operation.

Proficiency Objective

21. Draws correct inferences about the underlying assumptions from a simulated teacher education program.

Suggested Procedure

Read the selection, "Program Assumptions" which begins on page 1 of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. Be certain that you know what the authors mean by the term program assumptions. Write some of your own and compare them with those which the authors list in the reference.

Now read "Professor Adams' Program" which appears on the following pages. (Professor Adams' program is not totally reflective of competency based education.) When you have finished, prepare statements of what appear to be five assumptions which Professor Adams holds about what a teacher education program should be. Here are some questions to get started, but do not let them limit you:

1. What does he assume as to the relationship between knowledge and skill?
2. What is his assumption regarding evaluation instruments?
3. What does he assume should be the major kind of content for a teacher education program?
4. What are his assumptions regarding satisfactory indicators of competence?
5. What does he assume regarding the need to provide for conventional class hours?

Professor Adams' Program

Professor Adams, a professor of English education, had been anxious to improve his course instruction. Last summer he was given a small grant to devote part of his efforts to course improvement. Because he had heard that individualized competency based teacher education was becoming recognized as an effective approach he decided to put his efforts in this direction. He calculated that he could not modularize the whole course with the resources he had so he selected one part of the course for a starter. He took what he normally regarded as a three week portion of a course for his first module. It had to do with the teaching of listening.

He began by listing all the learnings he expected the average student to acquire during the three week period.

Next he began preparing multiple choice items from these lists of expected learnings. With the help of specialists in tests and measurements, English and English education, each item was carefully evaluated and piloted on students in English education classes. Refinements again took place, and two forms of a test which adequately sampled the original lists of content became a reality. Both forms were carefully checked for both validity and reliability.

When the fall quarter arrived Professor Adams had three sections of the English education course in which the teaching of listening was presented. There were 25 students in

each section. The week before that in which he normally began this part of the course he administered the first form of the test to all 75 students.

Test scores revealed that some of the students had scores higher than those one would normally expect even of a good student at the end of the three week period of instruction in the teaching of listening. He gave these students a course outline and a reading list. Then he excused them from the next three weeks of class attendance and told them to prepare for the post test in the teaching of listening. The others were required to attend until further notice.

At the beginning of the first week he went over the tests with the unexcused students. He pointed out areas within the broader field of teaching listening which were in need of study by particular students. For example, if a student had missed particular related items such as numbers 27, 53, 72, 83 and 91, then that student was probably weak in an understanding of the nature of listening comprehension and how teachers help children improve in this skill. In this way through group participation the majority of the students learned the areas of study to which they individually needed to give most of their attention. Lists of reading references were provided for each area and these students were excused and told to prepare for the post examination.

The remaining students were those who had done most poorly on the exam. They were asked to continue in attendance. In small groups and sometimes individually they conferred with

Professor Adams until they were certain what it was they had to study and what reading references to use. One by one they were released for independent work.

So that there was plenty of opportunity for individuals to confer with Professor Adams, he went to the classroom daily to be available to individual students needing help. There were a few such conferences each day.

At the close of the three weeks Professor Adams had all 75 of his students take the second form of the test. This second test was then scored, letter grades were assigned and the date on each student was recorded. Those who received grades of "C" or above were regarded as having met certification requirements for the teaching of listening.

When you have finished with your list of assumptions turn to page 60 in this study guide and compare yours with some the authors have prepared. Do you have the same assumptions even though you stated them differently? If you are not satisfied reread the referenced cited in paragraph 1 above and then reread the description and try the comparison again.

Learning Activity 3.02

Terminal Objective Number Three

Infers assumptions, goals, and objectives for a teacher education program from observing practices in operation.

Proficiency Objective

22. Identifies an appropriate translation of a goal for American education into a goal for a competency based teacher education program.

Suggested Procedure

Read the selection, "Goals for American Education" which begins at the bottom of page 5 of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. Now read the selection, "Goals for Teacher Education" which begins on page 7 of the same reference. Compare goals for American education with goals for teacher education to distinguish between them.

Listed below are three commonly accepted goals for American education. On a piece of paper write at least one goal for teacher education that is suggested by each goal for American education.

1. American education should provide the student with the tools of learning which he needs to meet his current needs and those which will help him meet his obligations for continued development toward becoming a life long learner.

2. American education should assist the student in understanding his social and physical environment.

3. American education should guide the student toward acquiring a sound foundation for good citizenship.

Now turn to page 61 in this study guide and examine the goals for teacher education which the authors prepared from these same goals for American education. Yours are not likely to be the same as the authors. They will probably focus on some other aspect of American education, but ask yourself, "Have I done the same kind of thing that the authors have done? Have I translated what people say is excellence of education for an American society into a statement that characterizes a teacher education program? That is, one which will fulfill the intent of the goal for American education?" If you are not satisfied with your statements then reread the references comparing the two kinds of goals and try again.

Learning Activity 3.03

Terminal Objective Number Three

Infers assumptions, goals and objectives for a teacher education program from observing practices in operation.

Proficiency Objective

23. Identifies an appropriate translation of a goal for a teacher education program into a teaching objective.

Suggested Procedure

Read the selections "Goals for Teacher Education" and "Teaching Objectives and Behaviors" which are found on pages 7 through 11 of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. Attempt to get a clear understanding of how goals for teacher education and teaching objectives differ from each other. Note also how objectives are derived from goals.

Now read the following goal for teacher education:

> A teacher education program should prepare teachers to teach reading effectively.

Using this goal as the primary source, write three teaching objectives that might be derived from it or which reflect it. When you are satisfied with your statements of teaching objectives turn to page 63 in this study guide and compare your statements with those prepared by the authors. Your statements will of course differ according to your experience and concerns, so in making your comparison ask yourself, "Are my statements of

teaching objectives of the same type or kind as those presented by the authors? Are they at about the same level of specificity?" If you are not satisfied with your statements then turn back to the reference and reread the selections and try again.

Learning Activity 3.04

Terminal Objective Number Three

Infers assumptions, goals and objectives for a teacher education program from observing practices in operation.

Proficiency Objective

24. Identifies an appropriate translation of a teaching objective into teaching behaviors.

Suggested Procedures

Read the selection "Specifying Objectives and Behaviors" on page 26 of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. Be certain you have a sound understanding of how teaching objectives and behaviors differ from each other and how teaching behaviors are derived from teaching objectives.

Read the following teaching objective:

> The teacher effectively and efficiently guides learners toward acquiring knowledge of phonics and skill in the application of the principles of phonics.

Now on a separate piece of paper write at least three teaching behaviors which you believe might be inferred from the teaching objective. When you have finished turn to page 64 in this study guide and examine the list of behaviors for this teaching objective which your authors prepared. Compare your statements of behaviors with theirs. Of course yours will not

be the same because your professional experiences differ from theirs. However, in comparing them ask yourself, "Are mine as specific as theirs?" "Are mine stated in behavioral terms similar to theirs?" "Do mine have sufficient objectivity that two observers might examine a person's behaviors carrying out an appropriate performance and have a basis for agreement or disagreement?"

You may find that you like yours better than those which the authors have presented. However, if you are dissatisfied with yours turn back to the reference and try again.

Learning Activity 4.01

Terminal Objective Number Four

Designs a strategy for producing a statement of assumptions, goals and objectives for a competency based teacher education program for a defined locality or environment, and communicates this strategy to others.

Proficiency Objectives

25. Recognizes the major applications for Program Evaluation Review Techniques (PERT).

26. Recognizes the meanings of the major symbols and terms used in PERT.

Suggested Procedure

Read the first two full paragraphs at the top of page 15 of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. Make notes with regard to the meanings of the symbols (e.g. circles, broken and solid straight lines, arrows, phases, stages and activities). Using these notes, attempt to read and understand Figures 4, 6, 7, 8, 9 and 10 on the pages which follow page 15.

Now for a simple exercise design your own PERT chart diagram to depict the following fictitious situation:

A teacher wants to prepare for a seminar in which a film is to be presented to a selected small group of interns all of whom are in need of improving in the same particular teaching competency. Think what would have to go into a PERT chart to depict just the readiness phases, and on the basis of the following suggested happenings prepare a PERT chart diagram.

1. In the first stage the teacher previews films to select one which will best help the interns acquire the desired competency.

2. In the next stage the teacher undertakes four different activities some of which occur concurrently. They are:

    a. The teacher prepares instructional materials which will be needed when the time comes to present the film.

    b. The teacher sets the date for the proposed seminar and lists all the facilities, equipment and materials that should be on hand for the occasion.

    c. Almost immediately after he has set the date and listed the resources he contacts his assistant and tells him what has to be done.

    d. About the same time as he contacts his assistant of his obligations he notifies the members of the seminar about the occasion and provides them with the objectives, date and place.

3. There are three activities in the final stage of readiness:

    a. The assistant arrives at the site before the seminar group and sets up the equipment.

    b. The participants (students) arrive.

    c. The teacher arrives.

When you have finished designing a PERT chart diagram for the above information then turn to page 65 in this study guide and compare your diagram with the one which appears there, which was prepared by the authors on the basis of the same information. If there are radical differences between your PERT chart diagram and the one prepared by the authors, study both in comparison with a view to determining the reasons for the differences.

Learning Activity 4.02

Terminal Objective Number Four

Designs a strategy for producing a statement of assumptions, goals and objectives for a competency based teacher education program for a defined locality or environment, and communicates this strategy to others.

Proficiency Objectives

27. Identifies the essential activities for designing a preliminary plan.

28. Recognizes the essential activities for reviewing a preliminary plan.

29. Selects an appropriate set of procedures for revising a preliminary plan.

Suggested Procedure

Read from the middle of page 14 through the middle of page 21 in Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. Study in particular Figures 4 and 6. Then close your book and prepare an outline of the major events that are recommended for the preliminary planning phases. Turn to page 66 in this study guide and compare your outline with that which was prepared by the authors. Should you find serious discrepancies between the two outlines, then study the text again and try to determine why the discrepancies occurred.

Learning Activity 4.03

Terminal Objective Number Four

Designs a strategy for producing a statement of assumptions, goals and objectives for a competency based teacher education program for a defined locality or environment, and communicates this strategy to others.

Proficiency Objective

30. Recognizes activities involved in specifying the goals for American education.

Suggested Procedure

Read the selection, "Specifying the Goals of American Education" which begins on page 21 of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. Study Figure 7 which appears on page 22.

Now close the reference and list and descirbe what you believe the authors intend to be the three essential phases in the procedure for producing a list of goals for American Education. When you have completed your list turn to page 68 in this study guide and examine the list prepared by the authors. Compare your list with theirs. If there seem to be discrepancies reread the text and attempt to determine why these discrepancies occur.

Learning Activity 4.04

Terminal Objective Number Four

Designs a strategy for producing a statement of assumptions, goals and objectives for a competency based teacher education program for a defined locality or environment, and communicates this strategy to others.

Proficiency Objective

31. Recognizes the important activities for specifying the goals and assumptions for a competency based teacher education program (CBTEP).

Suggested Procedure

Read the selection "Specifying Goals and Assumptions for a Teacher Education Program" on page 24 of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. Pay particular attention to Figure 8 on page 25. Now close your reference and prepare a list and description of the activities which the authors regard as essential to specifying goals and assumptions.

When you have completed your outline compare it with the one on page 69 in this study guide which was prepared by the authors. Note discrepancies if any. Should you find notable discrepancies then reread the selection and study the figure once more to determine why these discrepancies seem to exist.

Learning Activity 4.05

Terminal Objective Number Four

Designs a strategy for producing a statement of assumptions, goals and objectives for a competency based teacher education program for a defined locality or environment, and communicates this strategy to others.

Proficiency Objective

32. Recognizes the important activities for specifying and classifying the objectives and behaviors for a competency based teacher education program (CBTEP).

Suggested Procedure

Read the selections entitled "Specifying Objectives and Behaviors" and "Classifying and Reporting" on pages 26-28 of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. Also study in detail Figures 9 and 10 on pages 27 and 29 of that same reference.

Now list and describe what you believe the authors regard as the essential activities for specifying and classifying the objectives and behaviors for teacher education. When you have completed your list compare it with the list prepared by the authors which appears on page 70 in this study guide. If you note serious discrepancies between your list and that of the authors reread the references and attempt to determine the reason for these discrepancies.

Learning Activity 5.01

Terminal Objective Number Five

Expresses positive feelings (attitudes) toward competency based teacher education and the procedures which have been recommended for strategy planning as set forth in this PM.

Proficiency Objective

33. Recognizes his own attitudes toward the concept of a competency based teacher education program (CBTEP) and the planning procedures recommended in this PM.

Suggested Procedure

This PM has attempted to present what the authors believe is a sound approach for professional educators to take in understanding and developing a statement of an educational viewpoint basic to the development of a model for a competency based teacher education program. The presentation of the authors is obviously biased; thus, the purpose of the above objectives and this learning activity is to help the learner become honestly aware of his stand with regard to the ideas expressed by the authors. On the following page is a list of some questions which you might ask yourself regarding this presentation. There are, of course, no correct answers. In considering your responses to these questions you will probably bring forth many elements from your professional experiences and some of your stronger biases.

1. Under what conditions, if any, do you truly believe that professional educators can and should hypothesize in advance the desired outcomes of a teacher education program in terms of teaching behaviors?

2. Most professional educators believe in individualizing a program to the extent that provisions are made for differences among students in such characteristics as accumulated experience, rate of learning, and styles of learning. If you too believe so, then to what extent do you believe it is feasible to individualize a teacher education program?

3. What are your feelings with regard to systems analysis and the application of management technology to educational planning? Under what conditions should they be applied to overall educational management? . . . to management of instruction? . . . to budgeting?

4. Do you believe that "Perting" is a better aid to planning than other approaches? If your answer is negative then what approach do you regard as more effective?

5. Consider the various phases suggested by the authors for developing and reporting an educational viewpoint. Are they all necessary? If not, which ones could be omitted? In your opinion, are there any serious omissions of phases?

6. Considering the many conditions surrounding your local professional scene, do you believe that the approach suggested by the authors would with some adjustments work in your organization? If not, why?

You might also retake the readiness test which appears on pages 3 and 4 of the Self-Assessment Guide and compare your responses with those which you made initially.

Part Five

RESPONSE VERIFICATION ITEMS FOR LEARNING ACTIVITIES

On the pages which follow are typical responses to instructions which are given in certain of the learning activities in the preceding part. You will find reference to these sheets when carrying out learning activities which refer to them specifically.

Response Verification for
Learning Activity 2.01

Classification of Statements

1. Teaching is an art.

   ASSUMPTION

2. Teachers are able to teach pupils rational numbers.

   PROGRAM OBJECTIVE

3. The school is responsible for teaching students to live together.

   GOAL FOR AMERICAN EDUCATION

4. The teacher demonstrates that he can help children who are ready to do so to recognize the relationship between a voiced consonant sound and the appropriate written symbol.

   TEACHING BEHAVIOR

5. Teacher education programs should be concerned with the communication skills of teachers.

   GOAL FOR TEACHER EDUCATION

6. Additional funds should be provided by the state legislature for teacher education.

   X STATEMENT CANNOT BE CLASSIFIED INTO ABOVE CATEGORIES

Response Verification for
Learning Activity 2.02

Analysis and Revision of Assumptions,
Goals and Objectives

Illustrative Goals

Goal: A teacher education program should prepare the teacher to teach.

Weakness: This goal is too vague. It does not state what the teacher should teach or how he should teach it.

Rewrite: A teacher education program should prepare the teacher to use teaching behaviors which will assist the pupil in acquiring the basic learning skills.

Goal: American education is for the wealthy; we do not have enough resources to educate everyone.

Weakness: This goal is contrary to the ideals of public education and the laws regulating public education.

Rewrite: American education should provide equal opportunities for learning to all people.

Illustrative Assumptions

Assumption: Society is changing rapidly; therefore, schools should maintain the traditions of American society.

Weakness: The two ideas in this assumption are contradictory and will cause problems in the educational program if the contradictions are not resolved.

Rewrite: Society is rapidly changing; therefore, the schools should change to reflect the needs of this changing society.

Assumption: The professor should plan each student's program to fit the demands of the curriculum.

Weakness: This would be an acceptable assumption if the goals of the curriculum were to adhere rigidly to a plan of study rather than meet the needs of the student.

Rewrite: The professor and student should plan the student's program cooperatively for the maximum effectiveness of the college experience.

Illustrative Teaching Objectives

Objective: The student will be able to read effectively.

Weakness: This statement is too broad to be considered an objective. It is a goal for American education.

Rewrite: The student demonstrates his ability to read orally with skillful expression.

Objective: The student will demonstrate that he can spell ten words correctly.

Weakness: This objective should indicate how the student will demonstrate he can spell the words and what words he will spell correctly.

Rewrite: The student will spell correctly on a posttest ten words which he has had opportunity to study.

Response Verification for
Learning Activity 2.03

Program Assumptions and Areas of Consideration

1. A teacher education program should recognize the changing nature of society and its values and provide for these changes through frequent up-dating and revision of its content and organization.

   Does one of your assumptions deal with the relationship of society to teacher education? If not, write a statement about what you believe about this relationship.

2. A teacher education program should provide for the development of the personal qualities of the learner; it should provide opportunities for him to establish his self-identity and help him pursue his personal objectives.

   Does one of your assumptions deal with what you believe about students? If not, write a statement about how you believe students should be treated.

3. A teacher education program should be so organized and managed that all persons concerned with the education of teachers or affected by it share the responsibility for it.

   Does one of your assumptions deal with what you believe about how a teacher education faculty should operate? If not, write an assumption dealing with this aspect of teacher education.

4. A teacher education program should prepare the teacher to meet the educational needs of the particular community in which he will work.

   Have you written an assumption about the relationship of the teacher to the community? If not, you should write an assumption dealing with this.

5. A teacher education program should have as its base or foundation detailed descriptions of the behaviors or competencies essential to effective teaching, and teachers should be guided toward acquiring mastery of them.

   Do you believe that teaching is an art or a science? Have you written an assumption stating this belief? If not, write one.

Response Verification for
Learning Activity 2.04

Classifying Teacher Behaviors

1. Children should be able to express themselves tively.
   GOAL FOR AMERICAN EDUCATION

2. The teacher provides facilities and opportunities for children to select class listening and participation music.
   TEACHING BEHAVIOR

3. Education should prepare pupils to assume the responsibilities required to maintain a democratic society.
   GOAL FOR AMERICAN EDUCATION

4. The child should understand the role of government, political parties, and civic responsibility.
   TEACHING OBJECTIVE

5. A teacher education program will provide the student with knowledge of the role of environment in the growth of the individual.
   GOAL FOR TEACHER EDUCATION

6. The teacher values and is willing to help each individual pupil.
   TEACHING BEHAVIOR

7. Education should prepare the student to recognize the importance of human relations, the interaction of people with people, and nation with nation.
   GOAL FOR AMERICAN EDUCATION

8. The teacher clearly identifies criteria for judgments and their appropriateness for specific types of works of art.
   TEACHING BEHAVIOR

9. The child recognizes the role of the past in the development of the present and future.
   TEACHING OBJECTIVE

10. The teacher shows children how to use and interpret maps and globes.
    TEACHING BEHAVIOR

Response Verification for
Learning Activity 3.01

Assumptions Underlying Professor Adams' Program

1. Learning should consist of accumulating knowledge about something or how to do something.

2. Objective tests which reveal the extent of a student's knowledge about a subject are adequate for evaluation purposes even when performance standards are the criteria for success.

3. Students should be preassessed before undertaking an area of learning to determine the extent to which they already know that which is intended for them to learn.

   or

   Students should not be required to engage in learning activities designed to help them acquire knowledge which they already possess.

4. To know how to do something is the same as being able to do it.

5. To determine which learning modules should be taught, one should examine the existing course outlines and select topics which have been traditionally regarded by specialists as suitable.

6. Scores on objective tests are sound indicators of the student's teaching competence.

7. Teachers should establish detailed lists of the learnings which students should acquire from each part or module of their courses.

8. Course structures based on time are essential to teacher education programs.

9. Reading appropriate material is the most effective means of presenting learning for all students.

Response Verification for
Learning Activity 3.02

Specifying Goals for Teacher Education
from Goals for American Education

1. Goal for American education

   American education should provide the student with the tools of learning which he needs to meet his current needs and those which will help him meet his obligations for continued development toward becoming a life long learner.

   Illustrative goals for teacher education

   Teacher education programs should provide for the development of teachers who can effectively teach mathematics.

   Teacher education programs should help teachers acquire skills in guiding students toward developing attitudes conducive to continuous learning.

2. Goal for American education

   American education should assist the student in understanding his social and physical environment.

   Illustrative goals for teacher education

   Teacher education programs should provide for the development of teachers of the natural sciences who instruct their students in such a manner that they apply the understandings which they acquire to their social and physical environment.

   Teacher education programs should provide teachers with skills in helping their students apply the knowledge which they have acquired in the environments in which they find themselves.

3. Goal for American education

   American education should guide the student toward acquiring a sound foundation for good citizenship.

Illustrative goals for teacher education

Teacher education programs should provide educators with the knowledge, skills and attitudes with which to help students understand the nature of citizenship and the necessity for its practices in our society.

Teacher education programs should provide teachers with the subject matter of the social sciences, skills in applying the tools of citizenship and attitudes conducive to using these tools for the betterment of society.

Response Verification for
Learning Activity 3.03

List of Illustrative Teaching Objectives
for a Given Teacher Education Goal

Goal for Teacher Education

A teacher education program should prepare teachers to teach reading effectively.

Illustrative Teaching Objectives

1. Teachers help pupils learn how to read effectively and with satisfactory speed.

2. Teachers help pupils acquire those word-attack skills which will lead them to independence in reading.

3. Teachers assist pupils in acquiring an ever increasing reading vocabulary.

Response Verification for
Learning Activity 3.04

List of Seven Teaching Behaviors Derived
from a Single Teaching Objective

Teaching Objective: The teacher effectively and efficiently guides learners toward acquiring knowledge of phonics and skill in the application of the principles of phonics.

Teaching Behaviors:

1. The teacher describes the subject matter content of phonics and relates the definitions, facts and principles in such a manner that it may be observed to be a classified field of information about language.

2. The teacher explains how a knowledge of phonics may facilitate the reading process.

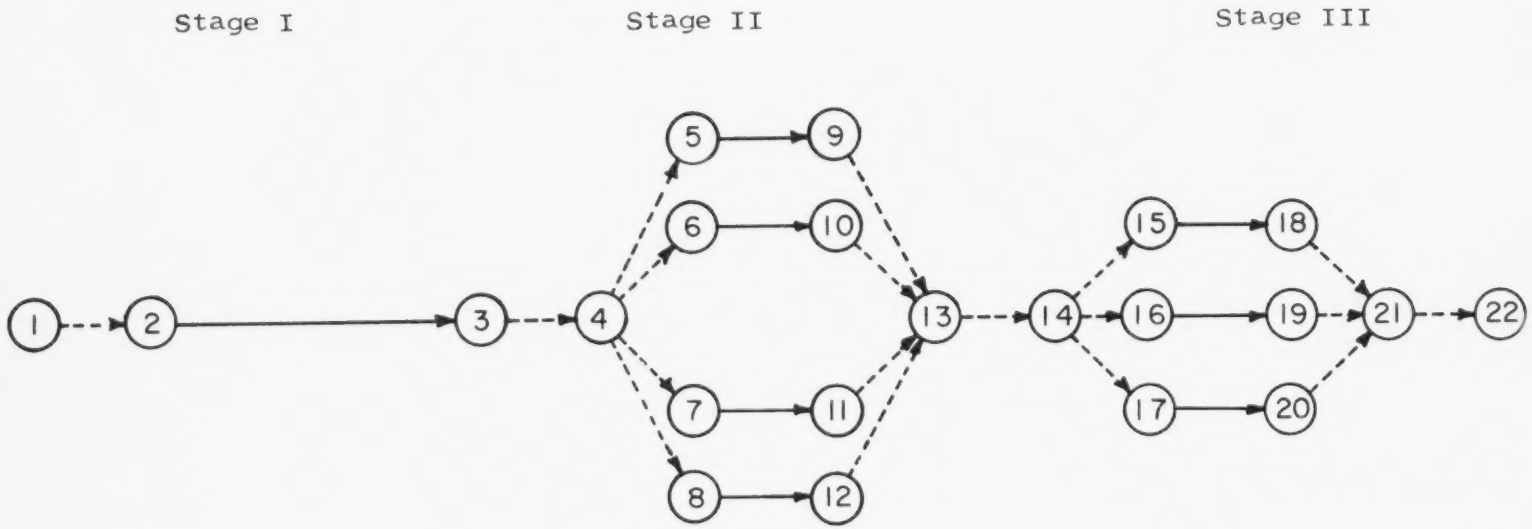
3. The teacher demonstrates how an immature reader uses phonics in attacking words which have been presented to him.

4. The teacher lists and describes learning materials which are readily available for the teaching of phonics.

5. The teacher describes recommended procedures for helping learners understand the nature of phonics and to use phonics to facilitate the reading process.

6. The teacher describes the various recommended procedures for diagnosing learners as regards their skills in applying phonics in attacking words.

7. The teacher describes various recommended procedures for prescribing learning activities for learners who are diagnosed as in need of acquiring knowledge and skills in the application of phonics to enhance their reading ability.



List of Stages, Events and Activities*

Stage I Materials Selection (2-3)	Stage II Preparation (4-13)	Stage III Readiness (14-21)
2-3 Film selection	5- 9 Preparation of materials	15-18 Readiness tasks for assistant
	6-10 Procurement of facilities	16-19 Readiness tasks for students
	7-11 Preparation of students	17-20 Readiness tasks for teacher
	8-12 Preparation of assistant	

*Key: ○ An event. Circles indicate the beginning and ending of stages or activities.
→ An activity. Solid arrows indicate the duration and sequence of activities.
---→ A dummy activity. Broken arrows indicate the direction of events only.

Illustrative simple PERT chart diagram
Response Verification for
Learning Activity 4.01

Response Verification for
Learning Activity 4.02

Outline for Major Events in the Preliminary
Strategy Planning Phases

A. Designing a preliminary plan for a strategy

1. Self-orientation.

The initiating committee orients itself to the present program and the nature of assumptions, goals, and objectives. Concurrently it searches for existing statements of goals, objectives and assumptions which it might find useful in completing its work, and also searches for and examines various strategies for developing statements of assumptions, goals and objectives.

2. Synthesizing ideas.

The initiating committee brings together the information which it collected during self-orientation and formulates a tentative notion of the kind of plan that is needed for the project.

3. Preparation for a tentative plan.

The initiating committee prepares a tentative plan, submits it to others for helpful input, then revises and reproduces it so that it is ready for distribution.

B. Revising the preliminary plan for a strategy

1. Orientation.

New staff who are to be added to the initiating team receive orientation to the nature of the task, the findings of the preliminary study and the need for revision.

2. Review of the plan.

   The now augmented initiating team reviews the preliminary plan examining the proposed activities and recommended personnel, work assignments and resources. They revise the plan until they are satisfied that it is adequate to produce the desired statement.

3. The revised plan.

   The working team produces a written revised plan for operation of the project which it feels will get the job done.

Response Verification for
Learning Activity 4.03

List of the Essential Activities Involved in
Specifying Goals for American Education

1. Search and review.

   A team of professional workers brings together information to help those who are to specify the goals. This information consists of pertinent psychological and sociological principles, lists of existing goals, and data concerning the capabilities of professional education.

2. Formulation of a tentative statement of goals.

   Those who are responsible for specifying the goals for American Education set about to formulate a tentative statement of goals, utilizing the information obtained during the search and review period.

3. Formulation of an acceptable statement of goals.

   The tentative statement of goals prepared in 2 above is submitted to a committee representing those who affect or are affected by the education of children and youth for review and revision. After review and revision an "approved" statement of specified goals is provided.

Response Verification for
Learning Activity 4.04

List of Essential Activities Involved in
Specifying Goals and Assumptions for a
Teacher Education Program

1. Specification of goals and assumptions.

   One team sets about to identify the goals and another to identify the program assumptions. The team working with goals utilizes a process similar to that depicted in Figures 1 and 2 on pages 9 and 10 of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron. The other team prepares lists of what are regarded as program assumptions or statements of what the team members hold to be fundamental ideas as to what makes an effective and efficient teacher education program.

2. Compatibility check.

   The two teams described in 1 above get together and determine the compatibility of the assumptions one with the others, the compatibility of the goals one with the others, and the compatibility of the assumptions with the goals. Where doubt arises regarding compatibility, steps toward consistency are taken.

3. Preparation of statements for goals and assumptions.

   When the investigators are satisfied that their lists of goals and assumptions are sufficiently inclusive and compatible they prepare a statement of goals and assumptions which presumably will be presented later to others for review, criticism and revision.

Response Verification for
Learning Activity 4.05

List of Essential Activities for Specifying and Classifying Objectives and Behaviors for Teacher Education

1. Identification of objectives.

   Here teams of professional workers using a sequence of activities such as depicted in Figures 1, 2 and 3 (pp. 9, 10 and 11) of Specifying Assumptions, Goals and Objectives for Teacher Education by Johnson and Shearron identify sets of objectives for each of the already formulated goals for teacher education.

2. Search for additional objectives.

   Teams of professional workers comb sources other than goals for objectives for teacher education. These sources include objectives for elementary and secondary schools, observations of teachers on-the-job and fundamental principles of learning, school organization, personal adjustment and evaluation.

3. Elimination of duplication.

   The total collection of objectives for teacher education are reviewed to eliminate duplication of objectives.

4. Classification.

   The objectives are classified according to a plan which is consistent with the program assumptions, and in accord with the proposed procedures for storage and retrieval.

5. Identification of behaviors.

   Specific statements of behaviors (behavioral objectives or performance criteria) are prepared for each of the specified objectives.

6. Review, revise and report.

   A catalog or classified list of program goals, objectives and behaviors is prepared. This becomes an integral part of a document which presents the considered educational viewpoint of those who participated. This document includes a list of basic program assumptions, a rationale, and a classified list of goals, objectives and behaviors for a teacher education program.

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About this Proficiency Module

This proficiency module is a self-instructional set of learning materials. It is designed to help persons in teacher education learn how to prepare a theoretical viewpoint to use in developing a competency based teacher education program.

The following is a list of the contents:

Specifying Assumptions, Goals and Objectives for Teacher Education. C. E. Johnson and G. F. Shearron. Athens, Ga.: Georgia Educational Models, College of Education, University of Georgia. 1971. 32 pages.

Study Guide for Proficiency Module: Specifying Assumptions, Goals and Objectives for Competency Based Teacher Education Programs. C. E. Johnson, G. F. Shearron, and D. A. Payne. Athens, Ga.: Georgia Educational Models, College of Education, University of Georgia. 1972. 60 pages.

Self-Assessment Guide for Proficiency Module: Specifying Assumptions Goals and Objectives for Competency Based Teacher Education Programs. C. E. Johnson, G. F. Shearron, and D. A. Payne. Athens, Ga.: Georgia Educational Models, College of Education, University of Georgia. 1972. 44 pages.

Answer Sheets to Accompany Self-Assessment Guide for Proficiency Module: Specifying Assumptions, Goals and Objectives for Competency Based Teacher Education Programs. C. E. Johnson, D. A. Payne and G. F. Shearron. Athens, Ga.: Georgia Educational Models, College of Education, University of Georgia, 1972.

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